

Break

Short circuit

It had to be too good to be true—the way the adult literacy scheme, primed by a relatively small amount of Government money and hatched to the expertise of the BBC, was forging ahead.

It seems things have been a bit slow off the ground in Glasgow, where volunteer tutors waiting for any contact from the local community education service about training, training of tutors, the training of tutors themselves, and going only days before the first BBC programme was broadcast on October 12, and delays of three weeks and more in matching up students with tutors.

Already in July Mr George Bain, deputy director of education for Strathclyde Regional Council, felt it necessary to write to another Mr Bain, divisional education officer for the Glasgow area, reminding him of the authority's overall strategy for its adult literacy programme and the division's responsibilities for recruitment and training.

Launching the scheme cannot have been made easier by local government reorganization which happened in Scotland on May 16 this year. In the process, it is said, Glasgow's susceptibilities have been a

little bruised. Furthermore, responsibility for community education, recreation/leisure has yet to be clearly divided between the regional and divisional authorities—and this is the area into which the literacy scheme falls. Not surprisingly, then, Mr Bain's reply is said to have "had a bit of difficulty getting Glasgow into line".

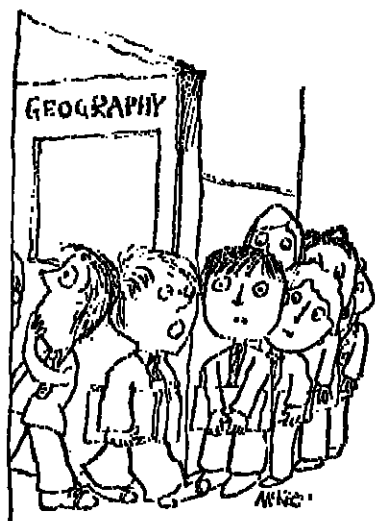
Meanwhile in Glasgow there has been as yet no advertising to attract students to the literacy scheme, because, as Mr Douglas Brown, community education adviser, put it, "We are just about matching tutors with students now, with the referrals from the BBC". They have 220 students on their list, 27 of them recruited in the past 10 days, and 141 have been matched with tutors. Altogether 250 tutors have been recruited, some of whom are training now. Matching has been taking anything up to three weeks partly, Mr Brown says, because of postal delays between the BBC referral service, the divisional office and the tutor assessors and partly because of the difficulty of making contact with the students. "We can't write to them after all."

The Scottish referral service in Glasgow, which at the end of last week had 558 applications for help from all over Scotland and 293 offers of help, has found that there had been a number of improvements in the Glasgow area. It is said that this is partly because they now short-circuit the system by sending potential students' names straight to the tutor assessors and tutors without going through the referral service, and partly because they are referring people to the Workers' Education Association who have run a personal tutoring system in Glasgow for years.

Warwick University has at last got rid of its redundant inflatable plastic building, bought in 1970 at a cost of £15,000. Not that it was ever really non-redundant. Intended for use as a temporary social building while a permanent structure was being put up, fire regulations and a complete lack of plumbing made it useless for anything but badminton. The idea supposedly originated from an unlikely combination of German GIs and the then assistant vice-chancellor, Sir Walter Coult. The building was popularly called Wally's Pally, presumably as a negative gesture of goodwill to women's lib. Now, after some difficulty, it has been sold. It was eventually carted away on a lorry for use as a warehouse. The price paid was £15.

Sense or censors?

There was soul-searching among librarians and unpalatable comments from speakers last Thursday at a conference on library service in a multi-racial community, sponsored by the Library Association. We're brushing up our image, said the Community Relations Commission. Helpful hints came fast in the



"He's bankers today. Just points at countries and says things like 'It's a bank'."

morning—foster an inter-departmental approach with education and social services; make use of volunteers from the community; establish book review panels; exhibit this country's new cultural riches; get library staff out of those forbidding buildings into the neighbourhood.

The sun shined in the afternoon when David Wong, an education coordinator from Brighton, denounced libraries as irrelevant anachronisms, racist middle-class organizations which would not be changed by a sprinkling of black posters and updated catalogue headings. What was needed was a fundamental reassessment of the library's role. He doubted whether libraries were willing to meet the demands of minority groups, citing and condemning Brighton for rejecting publication of black writings on grounds of their political aggression. "Blacks have a group identity; they don't need your patronage. We have reached the stage of confrontation with this society."

Beside this, Dorothy Kuya's revelation that only 5 per cent of children's books available in this country could be given a non-bias rating and that the books in her area were "totally ignorant to the life-styles of most of the kids" provoked few tremors. The audience reacted strongly only when Ms Kuya said Blyden and Johns came top in popularity polls because librarians were being asked to disapprove of Biggles and Secret Seven, this was too hard to take.

Mr Wong's passion led someone to ask if the racists were on the platform, another whether the new black writings would be free of racial prejudice. But bewilderment was greater than hostility. Why were speakers increasing friction when the audience was seeking to reduce it? Perhaps this forceful orator was right and libraries had insufficient capacity for change; or perhaps librarians were being coned into a new and rigid censorship.

Deep questions left unresolved, but there is promise of an official line soon in a report from the Library Advisory Council and the CRC due out in January.

Market economy

"Alternative education in the States is really happening in a way progressive education never was. It is not just ideas coming out of university schools of education—the University of Massachusetts did a directory of alternative schools and found city after city had publicly financed alternative schools."

Allen Graubard should know: he himself is one of the centre for free and alternative schools in the States. He is part of a group of Harvard-based intellectual radicals who are more interested in reform than revolution—Christopher Jochims is the best known over here. Graubard changed direction in the 1960s from being a promising academic philosopher to looking at food first working in free schools, and got a grant from the Department of Health Education and Welfare to survey the terrain.

His book, *Free the Children* (Vintage Books, £1.20) is an excellent positive but critical study of the theory and practice of American free schools. Now he is working on a study of the politics of education reform for the Ford Foundation, and he was over here getting a European perspective.

British free community schools—Barrowfield in Glasgow and the White Lion in Islington.

He believes (as do their organizers here) that the only hope for the private venture is to get themselves accepted by the state system. In America a few of the original free schools have survived as private progressive schools with some kind of sliding scale for fees. But there are only 20,000 children in that kind of free school, compared with more than a million in the publicly financed schools. He has had letters from a few parents of children in compulsory school age in public schools.

In America pressure from parents—mostly middle-class ones—whose kids had no problems with basic skills, some inner city ones, led by community action people, forced school boards to set up alternatives within the system. The alternatives filled up fast, their organizers refused to make them bigger, so parents who couldn't get their children in lobbied for more schools.

Schools vary widely in their practice, under a common commitment to "openness". What they all share is democratic management, by parents, teachers and students. With the declining school population in English (and Scottish) cities, it should be possible to redistribute space and funds for a few alternatives, where parents and teachers want them. But so far authorities have been frightened of the idea of handing over control of schools to parents, teachers and students.

Aristides



10,000 new teachers heading for the dole

by Stephen Cohen

About 10,000 newly qualified college graduates will be unable to get jobs as teachers next year. Nearly one in four of the 38,500 who are expected to qualify early next summer will not have a job to go to. The figure could be higher if local authorities cut back spending on education even more.

The calculation is depressingly simple; the key is the number of extra teachers local authorities are going to employ. The hardest information available indicates that a mere 4,000 more jobs will be needed to keep the pupil-teacher ratio at present levels.

On top of that will be the posts left vacant by teachers who retire, or leave to get married or have a job, or otherwise drop out. In previous years this figure has hovered at just above the 30,000 mark, but last year, although no statistics are available, the number was thought to be down by as much as a third. Many teachers decided to leave rather than face the adverse

market. The massive Broughton pay rises contributed to this cut in the leaving rate. Since teachers' pensions are based on the best years of their salary, it was natural for many to stay on and watch their pensions get cut. Whether teachers choose to stay or not, the result will be a reduction in the number of teachers in the supply.

Although slightly more than 10,000 left teaching each year from 1969 to 1973—the latest year for which figures are available—about 10,000 have been rejoining the profession each year since 1971. These are married women returners,

teachers who took other jobs for a few years and transfers from other sectors of education. Education statisticians deduct the re-entrant figure from the leavers figure to come up with a wastage amount. This gives the number of jobs actually left vacant for the newly qualified.

In 1972 33,326 teachers left and 13,555 reentered. This gave a wastage figure of 19,771. There were 38,378 students and others who started teaching for the first time that year. The surplus output was taken up by local authorities coping with higher classes.

Next year, even if generous leaving rates are assumed, it is unlikely that wastage will be much higher than 25,000. Only 4,000 extra jobs will be created, giving 29,000 holes in which to fit 38,500 posts. Management of the returners, about 13,000 of whom could be expected to wish to go back to the classroom next year, might solve the problem.

If the Department of Education could persuade local authorities not to recruit married women returners and others wishing to restart their teaching careers there would be just enough jobs for all the students who finish teaching.

Earlier this year, Mr Fred Mulley, the Education Secretary, asked the authorities to give preference to newly-qualified teachers but he has no power to instruct them to do so. A spokesman for the National Union of Teachers said that prospects for next year were bad. "We were given an assurance last year that there would be jobs this September for all the new teachers

coming out of the colleges. But they have not all got jobs.

A comprehensive induction scheme which would release new recruits for a day a week would soak up many of the unemployed, but only if the money was there to pay for stand-in teachers.

The National Association of Schoolmasters took an aggressive line this week. Mr Bernard Wakefield, the assistant general secretary, said: "We don't intend to stand by and allow unemployment."

"The Government are declaring day after day that they are putting the money into education, and local authorities are saying education is not overspending. Local authorities who are cutting down on the pupil-teacher ratio are making teachers pay for overspending in services other than education."

Mr Peter Smith, a spokesman for the Assistant Masters Association, said it seemed unwise to wait for people to do a specific job and then refuse to give them employment. Security of tenure is also threatened. Although no full-time staff have had their contracts terminated, the NUT said this week that some part-timers had lost their contracts renewed.

Teachers have to be given a term's notice and there must be good reason for dismissal, but their contracts are terminable if they are made redundant. They qualify only for the statutory minimum redundancy compensation. No special redundancy scheme has been negotiated.

Those most likely to be affected by the doom and gloom are primary teachers. Numbers of pupils in primary schools are declining while secondary numbers are growing. Although the contraction will eventually work its way through to the secondary system, the thousands of primary teachers who will finish training next year will be competing in an even smaller market.



Holding the Mafia in check

"Such a process of democratic development provides a lever to use against the Mafia and against Fascism"—Dante Di Stefano describes the first year at Partinico, his experimental school in Sicily, pages 22-23

No more chiefs than Indians

Staff figures for education do not support the Prime Minister's allegations last week that local government is overloaded with administration men. Philip Vennings reports, page 5

RRE condemn bussing

Eding Council challenge the Race Relations Board to produce evidence. page 5

Paradise lost

Janet Watts discusses the significance of the English passion for landscape gardening, page 24

Science diary, page 12
John Maunders discusses the reasons for the continuing swing from science to related studies.
Foreign, pages 16, 17
United States: three cheers for opponents of bussing.
Letters, pages 18, 19
Teachers' contract: management by media; politics in the classroom.
Features, page 21
Sally Wolstenhale and Trevor Bryant on the role of the educational psychologist.

'Chores of teaching'

ILEA inspector tells inquiry that Tendale Junior school should not be taken as example of how free choice works in primary schools. Teachers were possibly "preoccupied", page 4

Keep them out of the cafés

School meals report says the main problem is to persuade anyone to eat them. Bob Day reports, page 8

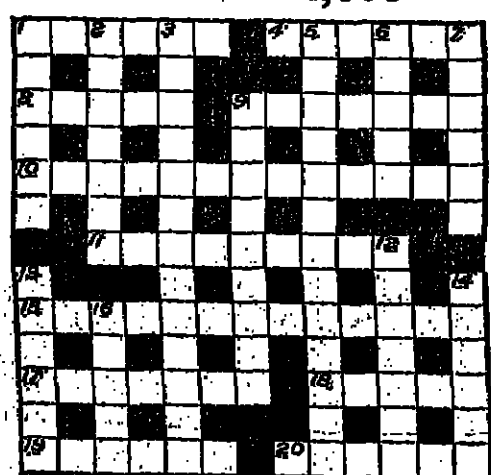
TES Extra: Polytechnics

Books, pages 25, 28
Mary Wainwright on open education; Joe Benjamin on health education; R. W. Noble on Faulkner; Geoffrey Breckon on French theatre.
Resources, pages 29, 30
Nick Taylor on two packs on cities and family life.
Arts reviews, pages 62, 63
John Peter on theatre; Bernard Denyer on art; Robin Macdonald on music. Talkback, page 35

Classified ad index

36

Crossword No 1,008



Across

- French city of crowning glory (6).
- Favourite TUC shop (6).
- Traveler evidently makes an effort (5).
- For this number Dante wrote (7).
- Bright spark in kitchen fails to become big noise (5, 2, 3, 3).
- Spice, note can get from these (4, 5).

Down

- Confirm by re-identification? (6).
- It peels off (7).

15 Walkie-talkies (8, 5).

5 How to circulate the post off the motorway (4, 4, 5).

6 The container is part of the prescription (5).

7 Appears to be in the doctor's possession (6).

9 "And with the sen- breeze head in hand came — and she" (P. Thompson) (9).

12 The drunken sailor was no doubt in the long boat (7).

13 Invitation to bill sticker (6).

14 May enclose the mounts if they don't surround them (6).

15 Poets put up a legal barrier (5).

17 Slightly understanding of friendship (7).

18 Descriptive of state of mind when de- bled in the dew (8).

19 Negatively enlight- ened (6).

20 To which players turn a deaf ear (5).

21 Solution to Puzzle No 1,007

22 Crossword No 1,008

23 Crossword No 1,008

24 Crossword No 1,008

25 Crossword No 1,008

26 Crossword No 1,008

27 Crossword No 1,008

28 Crossword No 1,008

29 Crossword No 1,008

30 Crossword No 1,008

31 Crossword No 1,008

32 Crossword No 1,008

Maths teaser

Think of a number—1:

1. Think of three consecutive whole numbers; e.g. 5, 6, 7.

2. Find their product; $5 \times 6 \times 7 = 210$. Add the middle number; $210 + 6 = 216$. The result is the cube of the middle number; $216 = 6^3$. Explain why this is always true.

3. Find the sum of their squares; $25 + 36 + 49 = 110$. Subtract 2; $110 - 2 = 108$. Divide by 3; $108 \div 3 = 36$. The result is the square of the middle number; $36 = 6^2$. Explain why this is always true.

4. Verify and explain why the sum of three consecutive numbers and the sum of their cubes are always exactly divisible by 3n, where n is the middle number. Is the sum

of the cubes exactly divisible by the sum of their squares?

Think of a number—2:

1. Think of four consecutive whole numbers.
2. Show that the product of the second and third numbers always exceeds the product of the first and fourth numbers by 2.

3. Show that the sum of the four numbers always leaves a remainder of 2 when divided by 4.
4. Show that the sum of their squares always leaves a remainder of 2 when divided by 4.

5. Show that the sum of the cubes of the first and fourth numbers exceeds the sum of the cubes of the second and third numbers by a multiple of six.

D. B. Epsom

Yet Mr Harris could scarcely complain of the presentation his course got in the *Evening News*. That newspaper gave a column to his ideas. One paragraph stopped me dead. "Harris feels that though the secular side has been dissected and analysed upside-down and inside-out by men of science, the core of loving has been left solely to the poets and bards."

I have only one comment on that. It is a quiet but fervent "Thank God".

Max Wilkinson, education correspondent of the *Daily Mail*, gave me more serious advice. He said, "Assuming, as you do, that the secular side has been dissected and analysed upside-down and inside-out by men of science, the core of loving has been left solely to the poets and bards."

I would not, of course, suppose that Lord Alexander is unimpaired. He is a man of letters, and he has read his writings, however, who the nation was reeling from the Second World War. I recalled that as a young teacher at the time, I had known colleagues who had been in the front line of the war. I had known colleagues who had been in the front line of the war. I had known colleagues who had been in the front line of the war.

In search of a little subsidized drama...

As pure theatre, a Commons debate has no limitations. The settings are splendid—those long, green, leather benches ranged in sturdy confrontation; the mixture of nostalgia and solemnity; the sense of history and continuity—but the script is often mediocre and there is an awful predictability about the denouement.

And yet, the sense of occasion is rarely wholly lost—not even on Monday evening when Mr St John-Stevens and Mr Mulley entered, stage right and left, to run through their lines on the comprehensive issue.

When the first act began, Mr St John-Stevens was in fairly low key. He prefaced his main attack with some graceful genuflecting in the direction of nursery education and special schools (especially, of course, those in the independent sector), and some anguished questions about day release and unemployed school-leavers.

—The Government's obsession with the important matters such as these, proposed bill to make L.E.s go comprehensive, he soft-pedalled as much as he could and went out of his way to qualify press statements about his intention to take the power to modify the schemes

few sparks and fewer jokes, giving way a time or two for interruptions, shunning any risky new material.

Mr Mulley, a small, sturdy, rather crumpled figure, bumbled his way good-naturedly through his reply.

He had more jokes than Mr St John-Stevens, several of them about the Shadow Secretary of State's own sallies at his, Mr Mulley's, expense. He quoted from a Conservative Central Office press handout stressing the importance of "literacy" (sic), and had fun with Mr St John-Stevens' latest indiscretion at the NUS conference, where having appeared to commit the Conservatives to the abolition of the parental contribution to student grants, he later had to retract in a letter to *The Times* explaining that this was no more than a long-term aim. He quoted (in a quite unintelligible form) some Sheffield statistics about first-class honours graduates from comprehensive schools, having first denied the relevance of firsts (his own included).

On the main issue of contention, the proposed bill to make L.E.s go comprehensive, he soft-pedalled as much as he could and went out of his way to qualify press statements about his intention to take the power to modify the schemes

which L.E.s would have to submit to him. This had earlier seemed a key issue: if an authority failed to put up an acceptable scheme, the Bill was going to empower the minister to impose his own.

Now, it seems (possibly as a result of the discussions which have been going on with the local authority associations), Mr Mulley is only speaking about the modification of detail, as already happens under existing Section 13 procedures.

All in all, he tripped and stumbled his way genially through a wholly unremarkable speech, and he sat down having neither surprised nor disappointed either side of the House. On one issue he was excessively discreet. He gave no indication at what age it will become legally possible for L.E.s to offer education in separate specialized institutions. All he said was "the Government are determined to abolish the selective process at the age of 11, 12 or 13".

What he did say, which he hadn't said before, came in a brief passage in the current review of policy for the 16 to 19-year-olds. "What we particularly want is to do more work on curricular research, and to get some pilot schemes of a practical kind as soon as we can."

The rest of the debate had its ups and

downs. There was a temperate and interesting speech from Mrs Renee Short on nursery education and on the arts, a tirade by Dr Rhodri Boyson on impending totalitarian disaster, a contribution in support of the Government from Mr Clement Freud, as Liberal education spokesman, about which the less said the better, a thoughtful piece by Mr Guy Barnett on the difficulties faced by many authorities adjusting staffing to government policy.

In the end it fell to Mr Angus Maude to wind up for the Conservatives and Miss Joan Lester, who had sat it out for Labour to reply with a knockabout defence of the Government. Miss Lester insisted that, far from restricting choice, comprehensive schools enhanced pupil options through the variety they could offer.

When the curtain fell at 10.30 p.m. some 299 MPs emerged from the recesses of the House to vote for the Government and 255 for the Opposition.

Parliamentary report, page 6.

No comment

In closing it would be fair to point out that the Director and Chairman of the Education Cms appear to be as much opposed to Education as no doubt you are—from a circular from the Secretary of the Warley (Sandwell) NUT Association.

John Maunders



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Conflicts of interest

From means test to needs test. That particular wheel's full circle has just received the blessing of Mr Anthony Crosland. For many years, Mr Crosland has been the leading—and brightest—theorist of the social democratic wing of the Labour Party. His two main planks were and are—the relief of poverty and the promotion of equality. These goals were to be paid for by more public spending made possible by economic growth (and Mr Crosland still believes in growth).

In a Fabian tract, published this week, *Social Democracy in Europe* (from the Fabian Society, 11 Durrant Street, London SW1), Mr Crosland admits that as a social equalizer, public expenditure has come in for some justified knocks. It is not paid for just by the middle classes; the working classes pay taxes too. And it no longer—if it ever did—benefits just the working classes; these get most who are best at showing how to get the most out of public spending which have not produced the hoped-for results. On education, Mr Crosland, who as Secretary of State was responsible for the first comprehensive circular, writes: "Where we were once sure that better education would enable working-class children to catch up with the children of the middle classes, we know—thanks to the work of Jencks and his associates in the United States—that... the character of a school's output depends largely on the single input, namely the character of its entering children. Everything else—the school budget, its policies, the character of the teachers—is either secondary or completely irrelevant."

Mr Crosland also points out that much of the spending on the social services (and he appears to subsume education under that heading) "has gone on creating large bureaucracies of middle-class people". He does not add that these middle-class purveyors of the social services are no worse than middle-class clients of the social services. At looking after numbers one, health service employees, like teachers, are resisting projected cuts in their numbers on the grounds that it is the patients who would suffer. The boundaries between professional and public interest are becoming disturbingly blurred. Should we then abandon our belief in high public expenditure, asks Mr Crosland. Beliefs have a habit of sticking around, and so, even while as a member of the government he is helping to plan some of the biggest ever cuts in public expenditure, he bravely answers no. The principle of high public spending (but how high is high?) is all right, it is the practice which needs looking at. "We need in our public spending decisions to ask not only: how much? but also: to whom?"

The authors also make some of Mr Crosland's points by implication. They talk of the workers as though they were an undifferentiated mass. Yet resistance to rates and taxes does not only come from the middle class. Do the claims of social and natural justice conflict with the need for incentives, Mr Crosland asks? Incentives which are no less necessary to workers than to professional men, just as ulcers are not a monopoly of the middle classes. Mr Crosland writes of "a crisis of bivalence of slow economic growth and rapid inflation in societies where rising expectations have developed from aspirations into fierce demands". Public sector workers faced with high cuts in living standards and redundancies will resist, the authors of the pamphlet predict with less felicity of style. CTS/CDP members have done it. So will the difficulties in any attempt to sharpen the priorities of public spending. On the one hand, there are the force demands of rising expectations from the community at large (which does not necessarily share the social democrat's egalitarian priorities); on the other, the determination of public sector workers at every level to protect their present employment.

The visible social wage

And that is where means test needs. A high priority must be given to those bits of social expenditure which unambiguously "help" middle-class inequalities. That is the argument (Mr Crosland singles out higher education, in particular). It also lowers the priority of the health service and indiscriminate subsidies, such as on food or family allowances. What is left are state benefits to the old, the sick and the unemployed. For those whose needs can be clearly identified, accurately costed and, above all, firmly delimited: the visible social wage. What is left are state benefits to the old, the sick and the unemployed. For those whose needs can be clearly identified, accurately costed and, above all, firmly delimited: the visible social wage. What is left are state benefits to the old, the sick and the unemployed. For those whose needs can be clearly identified, accurately costed and, above all, firmly delimited: the visible social wage.

Just as the Department of Education and Science forced this

a social democrat's Joint Approach to Social Policy is going to mean: less money for education and more for those social services that are distributed as cash benefits. "If we lack the means to expand the welfare state," said Herr Bruno Kreisky, Chancellor of Austria, in an exchange with two leading social democrats, Herr Willy Brandt and Mr Olaf Palme, published this week in *The Guardian*, "we must have the courage to say so". That is not quite what Mr Crosland says, but it is pretty much what he means.

By a happy coincidence, the Counter Information Services and the Community Development Project Information Unit have this week published a pamphlet on *Cutting the Welfare State* (see page x x x). The pamphlet has been well researched. It sets out in admirably clear form, with figures and photographs, to support it, exactly what public expenditure is, how part of it is financed, and on which services it goes.

£1,000 a head a year

Public expenditure is running at £54,000 a year—or, roughly, £1,000 for each person. Of that £1,000, less than half goes on the social wage: housing (£69), education (£129), health and personal social services (£116), and social security (£173). The pamphlet makes great and fair play with the amount that goes to help private industry, not just through subsidies but through contracts by the Government, local authorities and nationalized industries.

The authors say nothing about the tax system, and does not quite say for this, but a lot about the City institutions from whom and through whom the Government and local authorities have to borrow; and to whom they pay huge amounts in interest. But apart from that, the authors, perhaps in spite of themselves, spill out many of the points that are implicit in Mr Crosland's reasoning.

When talking of education and the health service, they emphasize the damage that is being done by cuts in capital and revenue spending. But at the same time they emphasize how difficult it is to make huge bureaucratic services sensitive to particular and local needs. They rightly point out that education spending is largely based on estimated demand. There is perhaps no other way. But demand cannot necessarily be equated with "need". It comes more from the haves than the have-nots—for example, at the expensive sixth-form level. Much of the expanded demand here could in some sense be met at the expense of what Mr Crosland might call greater need. So far, it has not been found possible to adjust the rate support grant to take account of this.

The authors also make some of Mr Crosland's points by implication. They talk of the workers as though they were an undifferentiated mass. Yet resistance to rates and taxes does not only come from the middle class. Do the claims of social and natural justice conflict with the need for incentives, Mr Crosland asks? Incentives which are no less necessary to workers than to professional men, just as ulcers are not a monopoly of the middle classes. Mr Crosland writes of "a crisis of bivalence of slow economic growth and rapid inflation in societies where rising expectations have developed from aspirations into fierce demands". Public sector workers faced with high cuts in living standards and redundancies will resist, the authors of the pamphlet predict with less felicity of style. CTS/CDP members have done it. So will the difficulties in any attempt to sharpen the priorities of public spending. On the one hand, there are the force demands of rising expectations from the community at large (which does not necessarily share the social democrat's egalitarian priorities); on the other, the determination of public sector workers at every level to protect their present employment.

When the spending had to stop

The rate support grant (RSG) settlement reached last Friday was the culmination of work by members and officers of central and local government which began almost as soon as the previous settlement had been reached, on November 26, 1974. The work on next year's settlement is already starting.

The 1976-77 settlement is tough, but the circumstances of the country allow no other. The local authority associations are committed to co-operating with the government in the fight against inflation and will do everything they can to ensure that this objective is achieved. But it will not be easy. Although the Government agreed that total relevant expenditure for 1976-77 should be estimated at £10,461m (a huge sum, despite improved rates of grant for the London area, and the level of grant amounting to £6,852m—based, incidentally, on a rate of grant 1 per cent lower than last year, at 65.5 per cent), the settlement involves a standstill in expenditure, but not in services. Inevitably these will be reduced.

The settlement contains a further significant feature. It involves the introduction of cash limits amounting to a ceiling of £480m for the financial year 1976-77. This figure is based on estimated rates of inflation which, we all hope, will not be exceeded. If they are exceeded the implications for services for children, old people, the handicapped and the community generally will be severe.

Last week a TES feature explained the RSG machinery and its background. My purpose is to explain some of the considerations which were taken into account during the negotiations just concluded, and to identify some of the features and their implications for locally provided services. Perhaps the best way to do this is to look at the main steps in the discussions between local and central government. But three points must first be made. They are obvious, but of critical importance.

First, local government exists to provide services for people on a democratic and responsive basis. Most of them are provided in direct response to the demands of the community and the requirements of government.

Second, there are no magical, hidden sources of funds; they must be found either from government grants or rates.

Finally, the period leading to this settlement has seen the highest levels of inflation ever experienced in Britain. When people talk of the massive increases in local government spending, this should be remembered: the revenue of local authorities is not inflation-proof.

As in previous years, the detailed work of examining previous year's expenditure, and making forecasts of future spending for the grant year and beyond, was carried out by six service sub-groups (education, home office, housing, transport, other environmental and social services). The groups consist of local authority officers and civil servants.

During the year there were two further important developments. At the time of the last settlement, it was agreed to introduce a joint man-

Sir Robert Thomas explains how the new rate support grant was arrived at

power watch on local government staffing. The machinery has been operating for about 10 months.

In addition, the Chancellor of the Exchequer announced in his budget statement on April 15 the intention to establish the Joint Consultative Council on Local Government Finance. It consists of the Secretary of State for the Environment and other ministers and representatives of the local authority associations. It is the last of the last Friday's statutory grant meeting.

As its title indicates, it is not an executive body. Votes are not taken. But it has provided a valuable means of persuading ministers and government of the strength of the local authority case. Without it, the settlement would have been even more severe.

It is a sad fact that the first estimates of the year are those produced, without consultation, for the purposes of the Public Expenditure Survey (PES), and the figures which they are expressed in "translation" into rate support grant relevant expenditure terms.

In January this annual White Paper (Cmd 5879) showed that the Government were expecting real growth in local authority current expenditure in England and Wales between 1975-76 and 1976-77 of about 3 per cent in real terms (on the assumption that actual spending for the former year was consistent with the amount of money included in relevant expenditure for the rate support grant settlement for that year).

The Chancellor, in view of the country's economic position, announced on April 15 changes which had the broad effect of reducing the increase to about 1½ per cent (on the same assumption). Discussions and negotiations during the period leading up to the introduction of the revised strategy to combat inflation were affected by uncertainties about the actual spending patterns of authorities in the current year. Even the figures for the previous year's output did not start to become clear until the late summer.

The figures for the current year could obviously not be established, but evidence of rate returns indicated that authorities might be spending in the current year some 2 per cent higher than allowed for in the settlement. After a meeting of the Consultative Council in August, the "Standstill" Circular 887/DE(S)10/75 was issued.

At the same time the service sub-groups were asked to examine the latest evidence on the output for 1974/75, likely expenditure trends for the current year and to compare them with the implications of the "standstill" circular of 1974/75. It is obvious that if current

year spending exceeds that allowed in the settlement by 2 per cent or more and the "prescribed ceiling" of only 1½ per cent is reached, there would be not a standstill, but a reduction in expenditure in real terms.

A number of possible approaches would have involved some totally unacceptable reductions in levels of service.

The Government were (and remain) of the opinion that the total amount of current local authority spending will be about 2.3 per cent above that allowed for in last year's settlement. To avoid a reduction in real terms in the amount of relevant expenditure for next year and to permit a standstill in expenditure, the government agreed during the later negotiations, in effect to raise the "prescribed ceiling" by £82m.

By switching about £38m from capital to revenue expenditure (itself a far from welcome device) and by leaving the balance of £44m to be found from sources other than local government. These additional will, it is hoped, avoid some of the most unacceptable of the options for economies which have been under consideration.

This, then, was the way in which the national settlement was reached. Its detailed implications will vary considerably from authority to authority, depending not only upon the accuracy of the settlement's component parts, but also on the individual authority spending patterns in previous years, the direction and rate of its population change, its policies and general circumstances.

The settlement, I repeat, is tough. Although it was less severe than it might have been, no part of the local government service can remain unaffected by it. Throughout local government there will need to be a rigorous examination of priorities and policies, including staffing policies. These are the implications of the settlement and the Government know it.

The question is frequently asked: why does a standstill involve reductions in services? The answer is that there are, right across local government, commitments for extra expenditure which authorities cannot but meet (increment in salary scales, for example, and demographic changes), and it being possible to reduce expenditure in other directions or places.

The time may come when all new expenditure is matched by outgoing costs in other directions, but it has not come yet, and the attempt to reduce the pace of the rate return for many years to all growth and the standstill puts a heavy strain on the machinery.

None of us can find the position satisfactory, but each service must be prepared to take its fair share of the economies which will be required. The choices, where they exist, will be difficult. Who can feel confident about effectively judging between the relative merits of the different component services which make up local government? Sir Robert Thomas was leader of the Association of Metropolitan Authorities' team in the recent RSG negotiations.

The committee will only give permission when the following conditions have been fulfilled: When most local NUT members support action. When local negotiations between teachers and authorities have broken down. When the L.E.A. have a policy of cutting staffing standards. When teachers are employing too few.

Or when there is teacher unemployment within a particular L.E.A. At a press conference, Mr Fred NUT said teachers would only refuse to take classes when called upon to do so for more than three days. This was so advance

warning could be given to parents and pupils. Mr Jarvis also emphasized that action would only be taken in schools where two-thirds supported the no-over policy.

The policy had become necessary because of teacher unemployment. One thousand jobless teachers had already contacted the NUT, although official figures showed there were now 3,000 qualified people without teaching jobs in England and Wales.

Government statistics also showed there would be at least 5,000 more teachers without jobs next year. This meant that next year a minimum of 8,000 fully trained teachers would be out of work and £56m of taxpayers' money would have been wasted.

"It costs about £7,000 to train a teacher," Mr Jarvis explained. "Yet the Government now acknowledge that there will be considerably greater teacher unemployment next year than there is already. And this is not just what the Government have decided to admit—it is what they have been intending."

"The central government cannot insist that local authorities employ a certain number of teachers, yet they are insisting on comprehensive reorganization, which calls for good staffing standards. The NUT cannot see how these two things can be squared. And this is why we have decided to join battle with the authorities."

More young people find work

Over 25,000 school leavers went off to the unemployment register this month, but 43,761 were still without jobs. November's unemployment statistics from the Department of Employment show a drop of 25,870 school leavers in the United Kingdom. Most of them started work in three-quarters of the young people from last school, this summer with

Cash curb means more without jobs

by Mark Vaughan

Local authorities' worst fears of cutbacks in the education service next year were confirmed last week when the Government announced a percentage rate support grant for 1976-77.

The grant is to be reduced from 65.5 per cent of accepted relevant expenditure to 65.5 per cent, or £100m less than it would have been if the percentage had stayed the same.

More unemployed teachers and larger schools are certain to be the outcome. The Association of County Councils and the Association of Metropolitan Authorities say they are disappointed.

The grant will be £6,852m, and this is to be a cash limit on the amount for next year of £6,852m. (This compares with £11,500m announced last week as the first of two increase orders for the current financial year.)

The Government's cash limit on local authority spending is a new move in the fight against inflation. It is based on their prediction of an inflation rate for local government of 11 to 12 per cent from mid 1975 to mid 1976-77, and their ruling that any increases must be kept to 10 per cent.

The total accepted relevant expenditure for next year is £10,461m compared with £9,910m for this year (both figures at November 1975 prices).

The grant, which was announced by Mr Anthony Crosland, Secretary of State for the Environment, on Friday, follows Government announcements earlier this year of a standstill policy for local authority expenditure next year. It was based, as had the assumption that the counter-inflation policy "will be faithfully observed".

At a press conference after Friday's statutory meeting of the Consultative Council on Local Government Finance, Sir Meredith Barker, chairman of the Association of County Councils said: "The settlement will mean a reduction in services. There is no doubt about it, but more children to educate. A

NUT threaten action

by Sue Cameron

Teachers have reacted to the growing threat of unemployment with a promise of industrial action.

On Saturday leaders of the National Union of Teachers voted overwhelmingly for a return to full-time education in those areas where teachers' jobs are in jeopardy. They aim to force local authorities to take on extra staff and maintain existing standards.

From now on, NUT members who think their authorities are employing too few teachers will be given warning by backing if they refuse to take on absent colleagues. But they have decided to limit the go-ahead from the NUT action committee.

The committee will only give permission when the following conditions have been fulfilled:

When most local NUT members support action. When local negotiations between teachers and authorities have broken down. When the L.E.A. have a policy of cutting staffing standards. When teachers are employing too few.

Or when there is teacher unemployment within a particular L.E.A. At a press conference, Mr Fred NUT said teachers would only refuse to take classes when called upon to do so for more than three days. This was so advance

warning could be given to parents and pupils. Mr Jarvis also emphasized that action would only be taken in schools where two-thirds supported the no-over policy.

The policy had become necessary because of teacher unemployment. One thousand jobless teachers had already contacted the NUT, although official figures showed there were now 3,000 qualified people without teaching jobs in England and Wales.

standstill in expenditure means a reduction in services. It is a tough settlement, but these are tough times.

"It will not be possible for L.E.A.s to employ all the teachers on the labour market next year," Mr Crosland said at his press conference that he wished to know how the settlement would affect teacher employment next year. His relations with Mr Mulvey over priorities in educational expenditure were "strained".

Later, a spokesman for the Dof said "Mr Mulvey and Mr Crosland are very good friends". The local authorities are not expected to try to make up the reduction by increasing rates. Mr Crosland has already advised them that increases ought to be "generally very substantially lower than this year. No authority should have to have a rate rise around 25 per cent."

The "active support" of parents and teachers should be enlisted. Parents' responsibility could be established by giving wider publicity to cases where they are made liable for the finer and compensation awarded against their children.

A note from the Home Office research unit, given as an appendix to the report, says that people who do badly at school are the ones most likely to turn to vandalism or crime.

Sir Douglas Osmond, chief constable of Hampshire and chairman of a working party of the Standing Committee on Crime Prevention, said at a press conference that he hoped teachers would examine their own role in the battle against vandalism, but he would not presume to "tell teachers what to do".

Mr Leonard Brown, education officer for the ACC, said: "The indications are that the Government will say that educational expenditure should be kept to 10 per cent of the original grant."

The ACC felt that the rate support grant negotiations were conducted "in the spirit we had expected them to be. Education must be a part of the economic recovery, but not more than a fair share."

The authorities have been assured by Mr Crosland that if costs increase during 1976-77 "at a substantially greater rate than anticipated by the Government", the cash limit on spending will be reviewed.

The first in a series of "crisis" reports designed to reveal the true nature of the social and economic crisis facing Britain is published this week. It warns of increasingly savage cuts in education.

The report, *Cutting the welfare state (who profits)*, is a joint venture by the independent Counter Information Services and the National Community Development Project. It alleges that the Government's policy of industrial regeneration is crippling the welfare state and threatening essential services such as education, health and housing.

Counter Information Services is a collective of journalists who publish information which they think has been inadequately covered in the media. The Community Development Project, part of the government's urban programme, was set up to investigate causes of deprivation in 12 inner areas.

The two groups came together when they discovered they both wanted to draw attention to the effect of cuts. Their report says cuts are being presented as if they were necessary and beneficial. The Government are deliberately creating the impression that state spending is out of control.

Inequalities are being reinforced in education, and the report predicts that "the system will be impoverished to the point where it can only meet its basic function of training people for the needs of industry."

The report is available only by post to CTS/CDP. Special report, 45p. CTS, 9 Poland Street, London W1.

The price of this double album is £3.75, including postage and packing. It is available only by writing to Miss Shirley Green, The Times Educational Supplement, 256, PO Box 7, New Printing House Square, Gray's Inn Road, London WC1X 8EZ. Cheques/postal orders should be made payable to Times Newspapers Limited.

Locked schools a challenge to young vandals

School playgrounds should stay open during weekends and holidays to stamp out the vandalism that now costs tens of millions of pounds a year, says a Home Office report published this week.

The Standing Committee on Crime Prevention says that vandalism is still on the increase. One of the best ways of attacking it is to provide sports centres and youth centres which would help youngsters to conquer boredom and turn their energy into safe channels.

Playgrounds should be open as often as possible out of school hours, at weekends and on public holidays. We would use the greater use of school premises for such purposes in order that young children can identify more readily with the schools as their property and not as places which, when not used for school work proper, are bolted and barred by them and, as such, present a challenge for assault and destruction."

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Welsh will take over their own schools

The Government intend to give Scotland and Wales full control over their own schools and colleges, but not over their universities, it was announced this week.

The White Paper on devolution, which came out yesterday, says that responsibility for universities will not be devolved. But Wales will be given full authority over almost every other aspect of her education system. Scottish schools have always been administered on a national basis.

"The Welsh Assembly will control the schools system in Wales and it will be able to determine the structure of the maintained sector and policy of private schools and nursery education. It will be responsible for youth and community services and for all further and higher education except the universities."

However, since England and Wales operate virtually as a unit in the supply of teachers, the assembly will be required to consult with guidance from the Government on the total output of teachers in Wales.

The Scottish administration will be responsible for all "educational

PM takes long-term view

The Prime Minister last week hinted that responsibility for education could ultimately be taken away from local authorities and given to new regional authorities under devolution proposals.

Speaking at the Local Government 1975 conference in Eastbourne, Mr Wilson said that at the moment no one could sensibly conceive of the education service being run by anyone other than the L.E.A.s.

He added: "In the long term when the regional proposals move into the forefront of discussion, the debate will be concerned with the transfer to regional authorities of responsibilities, not only from the

and cultural matters" except the universities and the research councils. The Scots will be able to determine standards and curricula in their schools (which they already control), and also age levels, policy for private schools and nursery education.

But universities in Scotland and Wales will "continue to be run as part of a wider United Kingdom system and under the supervision of a single University Grants Committee". The UGC will, however, be asked to set up a special Scottish department to liaise with the Scottish administration.

The one other thing which will not be devolved will be responsibility for postgraduate awards and awards to "Scottish domiciled students" at university and other courses of advanced further education.

One proposal which seems to have been squashed is the suggestion that a separate "Burnham" committee should be set up for Wales. Welsh leaders of the National Union of Teachers were strongly opposed to the idea and the criticism could have been a deciding factor in the decision to drop the plan.

existing top tier, but also from Whitehall.

But I stress again, to import the regional issue is very long-term, because no one sees a further major change in local government in the years immediately ahead. I repeat, local government have enough on their plate already."

The Government hoped there would be thorough discussion of the problems of the regions—how they should be defined, how their interests could be advanced. The Government would listen to all views "with a completely open mind". A government consultative paper on regional authorities is to be published next month.

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CB/7/73

William Tyndale inquiry: Week 4. Mark Jackson reports

'Why I decided to act'—ILEA chief

Mr Harvey Hinds, the man who ordered the William Tyndale inquiry, appeared as a witness this week. Mr Hinds, chairman of the schools subcommittee of the Inner London Education Authority, is the first politician to give evidence.

The difficulties at William Tyndale School, said Mr Hinds, were first brought to his attention by an ILEA member, possibly Mrs Anne Page, Islington's nominated representative who is represented at the inquiry, in early June, 1974. He asked the assistant education officer for primary schools, Miss P. M. Burgess, for a report, but he was not told of its contents.

Mr Hinds said that he declined a request from Mr Terry Ellis, the headmaster, and six members of the staff to attend a special meeting of the managers arranged for October 7 because he saw no reason why he should intervene in the normal machinery of the managing body. For the same reason he refused to receive a deputation of the teachers and told them in a letter of October 4 that no complaints against them had been received.

He was later approached by Mrs Page and Mr Hoodless, and possibly others, who expressed their misgivings about matters at the school. He told them that if the managers still felt uneasy after Christmas they could approach him.

In February four managers or ex-managers of the junior school—Mrs Denise Dewhurst, Mrs Valerie Fairweather, Mrs Aelfhyth Gittings and Mrs Elizabeth Hoodless—had come to see him to express extreme concern about the falling roll and to suggest how the authority could deal with the situation. Mrs Page also approached him.

On June 16, after Mr Hinds's decision to speak to the chairman of managers, the chairman Mr Brian

Tennant came to see him. He told Mr Tennant that he would try to arrange a round-table meeting of managers and teachers to air grievances and seek a solution.

The meeting was attended by teachers and managers of the junior school, as well as headteachers and staff of the infant school, several ILEA members—including Mrs Page—and officials from ILEA and the National Union of Teachers.

The managers suggested Mr Hinds should ask the Department of Education and Science to carry out an HMI inspection at the junior school. He agreed if the teachers were willing. They reminded him that he had not honoured his undertaking to hear their case separately and he visited the school to hear their views on July 8. The next day the teachers wrote to him refusing to agree to an inspection.

Mr Hinds said that he decided to set up the inquiry to find out the facts of the conflict at a meeting at County Hall on July 10 attended by the leader of the authority, the deputy education officer and other officers. He also decided that the inquiry should be preceded by a full inspection of both schools.

Mr Hinds concluded his statement: "I take the view that much that is of value in the English educational system derives from the involvement of a number of groups of adults—headteachers, teachers, parents, managers or governors, and the local community which the school serves. The ILEA place great confidence and trust in all those adults."

Cross-examined by Mrs Teresa Moorhouse, for the managers, Mr Hinds said that if at their May meeting this year the managers had called for a full inspection instead of reorganisation then he probably would have agreed to carry it out.

Staff avoided chores, says inspector

Free options for children in primary schools were defended at the William Tyndale inquiry this week by a senior ILEA inspector, who said that Tyndale junior school ought not to be taken as an example of how they were generally applied.

Mr Vivian Page, staff inspector for primary education, who led the inspections of the school last month, said he felt that some of the teachers were "avoiding the chores of teaching". This was possibly because they were preoccupied with other matters.

Free choice need not be divisive, as Mrs Dolly Walker, a part-time teacher who has attacked permissive teaching methods and the practices of the school, had claimed. He told her counsel Mr John Williams.

It was in "unpropitious conditions" that the ill effects mentioned by Mrs Walker could result. However her criticisms of the school corresponded in some respects with that of the inspectorate.

Mr Page said: "At William Tyndale there are teachers who can handle a free choice situation better than others. I am not suggesting skill is absent."

"But I don't accept that what has happened in free choice at William Tyndale is generally applicable. We are right at the heart of the important issue of present day education."

Mr Page refused to agree that the system was unsuited to an area like Islington. He said it was more likely to fail where there was a high percentage of backward children.

He and his colleagues had found that there was "an undue number" of poorly adjusted children at the school, but he did not accept that it was because of the character of the intake. This was not "a social priority school".

Earlier in the inquiry, Dr Michael Birchenough, the ILEA chief inspector, had spoken of a meeting attended by Mr Page and by Mr

Donald Rice, the district inspector, last January at which it had been decided to "mobilize" the inspectorate to support the school.

Dr Birchenough explained that despite the military language there was no question of "sending in the troops"—a phrase which had been used by Mrs Anne Page, Islington's ILEA member, in demanding a full inspection.

Mr Page said he did not recollect taking part in the meeting. He said he now thought that an inspection in July, 1974, would have benefited the school if conditions were as exceptional steps were taken, which, it was thought, could "remedy and ease" the situation, such as improving the staff ratios.

Mr Robin Auld, QC, the inquiry chairman, asked him "If there had been an inspection in the summer of 1974 and the inspectors gave good, sound advice but Mr Ellis said he was going to go on as before what could the authority have done?"

Mr Page replied: "The position in the English educational system is that there is a great deal of freedom for a head in consultation with his staff in determining the curriculum and making decisions. Advice and criticism can be made available, but for good or ill it is extremely difficult and rare for a head to be removed for not following the advice given. This freedom cannot be taken for granted and its survival depends on a basis of public confidence in the work of the schools."

Mr Auld asked then what, if anything, the authority could do in such a situation. Mr Page said it could continue to intervene, by pressing the head and staff to alter their ways.

Reference was made to a paper by Brian Haddow, the teacher manager, said there had been a meeting in the spring of this year. Mr Williams asked: "Was it your view that the head was not strong enough?" After a pause of more than half a minute, Mr Rice replied: "Yes, it was my view." Mr Rice, who was the ILEA witness, had been repeatedly asked whether school had not been inspected earlier, denied that it was obvious that he should have recommended a full inquiry in 1974, instead of "jobbing off" demand for one.

In it he is alleged to have stated that the junior school had become "boring, complacent and reactionary, not only in its educational policy but also in its attitude towards the social implications of its policy and towards the problem of teachers in particular."

Mr Haddow had attacked at "divisive" the separate systems in the school which gave each teacher the right to teach as he wished.

Recalled to the witness stand this week, Mr Donald Rice, the Islington district inspector who had already earlier endured five days of continuous questioning, said he in the autumn of 1974 the school had become "a lot quieter" than in the previous term because of the efforts which had been made by Mr Terry Ellis, the headmaster.

The head had genuinely tried to reorganize the school after the July parents' meeting. In the past year, said Mr Rice, he had seen evidence of a great deal of involvement of the children and of various members of the community. He had talked to Mr Ellis at a meeting in July of this year about the new curriculum.

Mr Ellis had said that they had looked ahead to the sort of world the children would be living in by the year 2000. He had disagreed with the head over the need to teach them basic skills which Mr Ellis suggested some of the great artists had managed without. "I personally believe that one has to teach the basics," Mr Rice told the inquiry.

Mr Williams asked: "Was it your view that the head was not strong enough?" After a pause of more than half a minute, Mr Rice replied: "Yes, it was my view." Mr Rice, who was the ILEA witness, had been repeatedly asked whether school had not been inspected earlier, denied that it was obvious that he should have recommended a full inquiry in 1974, instead of "jobbing off" demand for one.

Staff boom: 'Indians' keep pace with the 'chiefs'

	Schools		Colleges/Universities		Town Halls/Examination boards, etc		Other	
	1966	1971	1966	1971	1966	1971	1966	1971
ALL OCCUPATIONS	80,148	96,515	21,177	28,253	5,156	9,379	2,122	2,814
ALL NON-TEACHING STAFF	37,682	47,074	12,448	16,856	4,504	7,769	1,035	1,465
Local administrators	149	199	317	361	512	497	13	45
Local authority senior officers	19	15	31	20	480	361	—	—
Professional and technical	44,124	52,802	11,961	15,615	1,222	2,484	1,609	1,478
University teachers	42,460	49,441	6,520	8,665	652	1,610	1,398	1,349
Other teachers	434	723	1,147	1,557	17	41	27	25
Laboratory assistants	2,961	3,945	2,110	3,325	1,333	1,733	246	347
Clerical	31,138	38,259	5,178	6,562	1,660	3,976	377	514
Service, sport and recreation	19,685	24,158	2,478	2,748	1,075	2,414	171	214
Total cooks, kitchen hands, maids, etc (figures for 1966 and 1971 not strictly comparable)	3,024	3,211	506	723	143	334	21	17
Caretakers	7,016	8,063	1,782	2,268	348	786	46	60
Cleaners	1,525	1,971	1,556	2,724	417	863	152	426
Other manual workers	62	55	29	270	132	264	17	22
Groundsmen	743	762	23	31	90	121	11	9

Source: census figures based on 10 per cent sample.

Teachers still outnumber officers

by Philip Venning

The number of full-time educational administrators and ancillary workers employed by local education authorities is rising at the same rate as the number of teachers, according to the Department of Employment. Part-time non-teaching staff have been rising slightly faster, but these are mainly women cleaners or kitchen assistants.

These figures contradict the persistent rumour that the non-teaching staff of education was the teaching dog. They also refute, in education at least, the Prime Minister's allegation last week that there were too many local government chiefs and not enough Indians.

Education is the largest local government spender, and for various very good reasons. Figures for non-teaching staff are hard to come by. So it is natural that education departments have been accused of bloated budgets.

The Department of Education and Science and local authorities keep information on non-teaching staff only in terms of the money spent on them. The DE figures are general and the census is irregular and unreliable.

The DE figures show that between 1961 and 1974 full-time teaching and non-teaching staff in Great Britain both rose by just over 50 per cent, including all part-timers, non-teaching staff went up by 71 per cent, the fastest growth in the last 15 years.

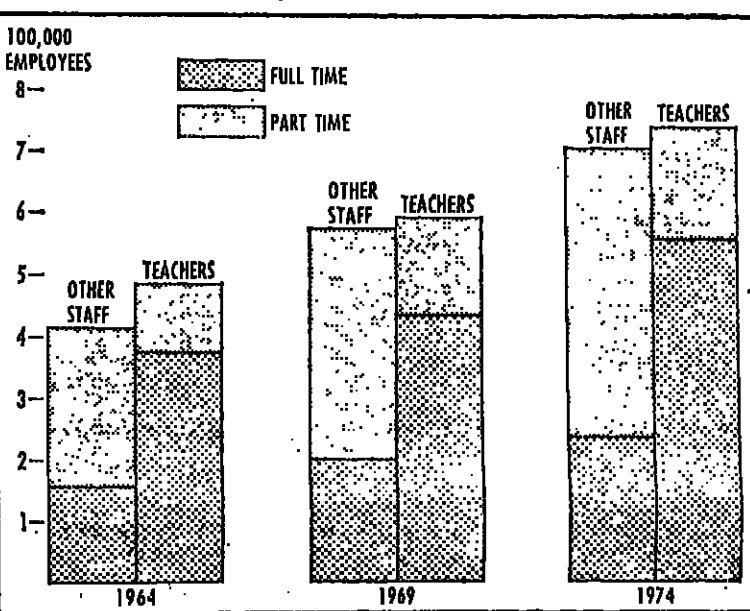
Total non-teaching staff (full and part-time) rose fairly steadily by 53 per cent.

At no time did non-teaching staff outnumber teachers. If the full-time equivalence of all the part-timers were known, the gap would be substantial. In 1974 more than three-quarters of all non-teaching staff were women, two-thirds of them part-timers.

The 1971 census and the 1966 sample census give a breakdown of occupations in education, but these are unreliable. Both used only a 30 per cent sample and depend on the honesty and judgment of people doing their own job. They also include all forms of educational employment, fairly broadly defined.

Private ballet tutors, industry private ballet tutors, industry officers and similar fringe workers (though not driving instructors) swell the figures.

Exactly who are the chiefs and who are the Indians in education is debatable (perhaps chiefs, Indians, and squaws would be more helpful divisions). But the census singles out the most obvious chiefs, the administrators.



Local education authority employees in Great Britain (Source: Department of Employment).

The figures show that in 1966 and 1971 all educational administrators, including DES and University Grants Committee staff, public school bursars and local authority officers, were only 1 per cent of all employees in education. Local authority senior officers (those of "administrative or executive rank") actually declined. But the figures can be misleading. The main accusation of swollen staffs concerns the period after local government reorganization in 1974, and there are difficulties over definitions.

Those who consider themselves to be administrators enter themselves as such. A much larger number of teachers enter some form of educational administration, for example in the inspectorate, yet remain teachers for census purposes. As the table above shows, the number of teachers in town halls and other administrative jobs increased dramatically between 1966 and 1971.

As a whole the number of staff employed in town hall education departments and other offices as a proportion of all educational employees rose from 4.7 per cent to 6.3 per cent.

The census also confirms the faster growth rate among non-teaching staff in the late 1960s—32 per cent between 1966 and 1971, compared with 20 per cent for teachers.

Big increases occurred in the number of manual workers, though

rather less in schools. (It also shows several rather unlikely workers. For example, a "crane and hoist operator" employed in a non-maintained school in 1971, and two "female barges" in maintained schools in 1966.) Service workers also increased and cleaners in administrative offices more than doubled.

Much of the growth in non-teaching staff accompanied the enormous expansion of education in the 1960s, particularly in higher education. It was also the result of specific policies to reduce the burden on teachers. The shortage of secretaries is still one of the main complaints in secondary schools.

Non-teaching staff represent a vast squandering of public money. Current spending by L.E.A.s on administration and inspection was 4 per cent of all educational spending between 1967 and 1972.

This is confirmed by figures from Surrey, one of the few local authorities who published details of spending on non-teaching staff. In 1966-67 they spent 3.6 per cent of their budget on administration and inspection. This year it will be 3.35 per cent.

The DES figures on spending show the share of the budget for non-teaching staff is in line with the rise in numbers shown by the census (though of course this hides relative salary changes). Even so, by 1972 spending on non-teaching staff was only a third of that on teachers.

Commenting on the accusation of over-manning in local government, Mr Geoffrey Dray, general secretary of the National and Local Government Officers Association, said there were fewer local government staff employed than there should be.

"Neither the unions nor the employers have any knowledge of any survey conducted by the Department of the Environment which indicates over-manning, and we have been in close touch with the Government over these matters. What Mr Wilson underestimates is that central government has imposed an immense legislative load on local government over recent years."

Council challenge Race Board's bus ruling

by Frances Stadlen

Last week's ruling by the Race Relations Board that the London Borough of Ealing Council are contravening the Race Relations Act by bussing some of their Asian schoolchildren when they have "no special educational needs", has been coldly received by the council.

They have challenged the board to produce "actual cases of unlawful action". Only then, says their leader, Mr John Telfer, will they discuss the matter.

The board, who now have a statutory duty to maintain an assurance that unlawful discrimination will not occur again, made their ruling after studying a report by Professor Maurice Kogan, of the department of government studies at Brunel University.

Professor Kogan acted as an independent assessor, with the cooperation of the borough's education department.

In his report he emphasized that policy for primary school children, which can include a place at a language centre or reception class, as well as ordinary classes, is "benign".

"So far from being negatively discriminatory (it) is an exemplary attempt to help children to assimilate into British education and society." The ratios enjoyed in the reception classes would be impossible in ordinary schools. There were arrangements for transferring to secondary schools discriminatory.

He concluded, however, that some children were being bussed for no "publicly defensible" reason. Their command of English, for example, would be adequate.

The view of the council that these children would stand no chance of acquiring "English lore and culture" if they stayed in mainly Asian classes, in the predominant Asian district of Southall, was "possibly a competent educational prediction, but potentially discriminatory".

Professor Kogan's comments apply to a minority of the 3,000 immigrant children who are bussed daily from between two and seven miles outside Southall. Nearly 2,000 more make their own way to secondary schools. It costs the council £266,000 a year to hire coaches.

Although all the children, he said, got an excellent education at the schools to which they were dispersed and physical conditions in them were better than in Southall schools, everyone he talked to regarded the bus ride as "a major disadvantage".

It was impossible to assess whether any lasting psychological damage was done by bussing, but it was symbolically, and in its educational effect, a key issue. The fact that children could not see their school friends after 4 p.m. was undesirable.

However, since, in most cases, there were sound educational grounds for the council's policy, he did not think it unlawful discrimination against most of the children who were bussed.

Failing first introduced dispersal in response to the Department of Education and Science Circular 7/65, which pointed out the difficulties which schools might experience if more than 30 per cent of their pupils were immigrant. The advice in the circular was withdrawn in 1971.

With the pressure of numbers, the concentration of many non-English speaking immigrants in one area and the arrival of the Ugandan Asians, Southall schools began to take more than 40 per cent of immigrants.

Only dispersal, the council argued, could avoid the need to build at least six new schools in Southall.

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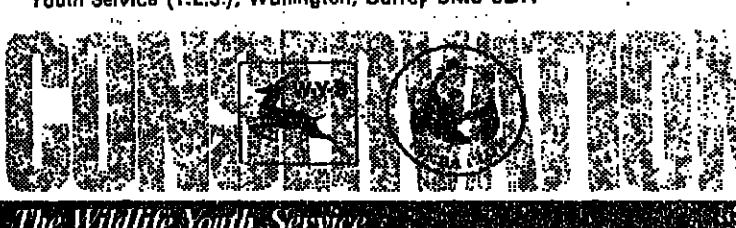
the wildlife youth service...

The Wildlife Youth Service was formed in 1963 as the education section of the World Wildlife Fund. Its aim is to provide school children with a means of joining an international campaign to save wild life and wild places.

Due to the success of its expansion programme the Wildlife Youth Service now has more than 6000 school groups and a membership which exceeds a quarter of a million school children. To achieve its aim the Wildlife Youth Service sets out to:

- Encourage in its members a lifelong interest in wildlife, its study and conservation.
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- Enable young people to combine efforts with scientists and naturalists to preserve wildlife by participating in study projects and by raising funds to finance special conservation projects.
- Form WYS groups in schools and encourage activities to promote further interest in conservation.
- Organise special Wildlife Adventure Holidays and arrange field study excursions, lectures and film programmes etc.
- Promote regular wildlife study projects for participation by individual members and school groups.
- Provide a Free Information Service to deal with members' questions on wildlife and conservation matters.
- Maintain contact with WYS members by Newsletter service and through the official WYS magazine - "WILDLIFE".
- Arrange special Adventure Holidays and Adventure Safaris in Europe, Africa and other parts of the world.

Teachers play a vital part in our work as Adult Officers - and we need many, many more teachers. Will you help? Please write for details to: Caryl Littlewood, M.B.E., Director, Wildlife Youth Service (T.E.S.), Wallington, Surrey SM6 0DN



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The Times Educational Supplement is producing a long-playing record set of the music performed at the first ever Schools Prom. Recorded live during the performance at The Albert Hall, the album will contain two records and feature music by The High Wycombe Music Centre Concert Band, St Anne's Chamber Ensemble, Southampton, Elmwood Junior School Steel Band, Croydon, Woking County Grammar School for Girls Orchestra, The Tabor Recorder Consort, Chelmsford, Kingsdale School Dance Band, London, Darlington Youth Big Band, The Colchester Accordion Orchestra, Iichen Sixth Form College Wind Quintet, Southampton, The Brighton Orchestra, The Pro Corda String Orchestra, Weybridge and The Teesdale Youth Orchestra.

The Album will cost £3.75 which includes postage and packing and is only available from Times Newspapers.

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PERSONAL COLUMN

John Vaizey Victims of the Moscow line

It is the International Institute for Educational Planning, now directed by a West German called Hans Weiler, and formerly by Phil Coombs, from the United States, and Raymond Poignant, the French planner and member of the Conseil d'Etat. They have a small staff, and a new building provided by the French government, in which they train educationists chiefly from the Third World.

I'm never quite sure what sort of an animal the educational planner is; in these instances I think they are really administrators who are put through the equivalent of a university degree in administration. The institute also do some useful research which is now being published in great quantities after a hiatus. So far they have remained relatively free from the sort of pressure that is put on the Unesco by the propaganda device. But what has happened at Unesco is only an extreme case of what has happened to UN organizations as a whole. They have been captured by Soviet and Soviet-linked ideologues.

The latest and most shocking example is the anti-Zionist and anti-Jewish resolutions now being passed everywhere in the UN. (Like Noel Annan, I often wish I were Jewish, to get hold of some of that special flair and very sensitivity that especially marks that people.) I can think of nothing more disgusting than that an organization set up after the murder of 6,000,000 Jews should turn into an anti-Semitic outfit. Small wonder that many decent people are boycotting it. I hope that if the United States withdraws, Britain will follow suit. It would be a pity, however, if the small attempt to salvage something from the UN wreck should

be rarely pity and his tedious letter complaining about all of it will not distract attention from the simple point—that indoctrination of children with illiberal doctrine is unacceptable to me, and many other people.

I object to children—especially children from relatively deprived homes to whom the teacher almost literally (so far as the life of the mind goes) stands in loco parentis not having access to the rich diversity of our inherited culture, and being morally obliged to write drivel about capitalism.

I should object equally if a Roman Catholic teacher started bringing images that bled on Tuesday in Lent, or if a white teacher brought in racial doctrine. I have no objection at all to the children's knowing about capitalism, liquefaction in Lent and white supremacy. I object to their being taught that as the truth.

The trouble is that an far better scholar of Marx than I will be. I read the Marxist canon for the first time over a quarter of a century ago, and I have read the so-called "young" Marx as it has come out. I have taught Marxist economics, for which I have respect, ever since. (I have little respect for the "young" Marx, whom some socialists reverse-painfully whitewash stuff.) I do not teach Marx solely; I think Ricardo and Marx were nearer the truth, right Marx asked many of the right questions, but he gave answers. There are very few answers.

I went down to Cambridge to discuss life and all that with Joan Robinson. She is the greatest living English economist, and the best critic of vulgar Marxism in the country. One has asked questions all her life. Heresy is in her blood. Her great-grandfather—Frederic Denison Maurice—was deprived of his chair in London, not for believing in eternal damnation but for disagreeing with the majority.

Joan Robinson is almost the last of my gurus. Greater teacher I have ever known. The others are, almost all dead—Richard Titmuss, Maurice Bowra and Morgan Forsyth are people to whom one now turns for almost contemporaries or even (horror of horrors) much younger than oneself. That really is middle age.

Next week Long hand of movement

Mark Featherstone-Witty looks at the language of movement and the educational, theoretical and industrial ramifications. Rob Jefferson on racial prejudice in children. Edward Le Jeune and Alan Wright on the effect of competition in school sport. Douglas Geoffrey Parkinson on one-parent families; Colin Macgregor on popular novels; Nicholas Richardson on American literature; John Rowe Townsend on children's books; English teachers' hobbies and handicrafts.

Parliament

The Government are to go ahead with their Bill, announced in the Queen's Speech, to force I.e.s.s to go compre-

hensive. An Opposition amendment to the Loyal Address was defeated in the Commons this week by 299 votes to 255.

Mr Mulley speaks softly . . .

Although full details of the Government's proposals for imposing comprehensive education will have to wait until the Bill is published, Mr Fred Mulley, Secretary of State for Education and Science, gave the impression in the Commons on Monday that his Bill will not be the monster it has sometimes been held out to be.

In exchanges with Mr Norman St John-Stevens, Opposition spokesman on education, Mr Mulley said he wanted plans for comprehensive education to be formulated locally. The pattern of comprehensive education selected by local authorities should be the one they considered most suitable for their area.

He indicated, although as is his style he did not say so in so many words, that the decisions on this reorganization would rest where they do at present—locally. He would then proceed to approve or otherwise the proposals with or without minor modifications. The latter was nothing new.

Mr St John-Stevens said the Secretary of State had no power to modify a Section 13 proposal. That would require a Section 13 proposal from the authority.

This was an important limitation of the minister's power. Would the forthcoming Bill take that power or not?

Mr Mulley said he would not be seeking powers to form major modifications. The Secretary of

State would obviously have power to reject the plans of an I.e.s.s if they were unsatisfactory. He could require them to submit others and take into account in the new plans the points the Secretary of State thought it proper to make. He promised that he would not completely change them.

Mr Mulley made clear that he was content to proceed gradually to comprehensive education. This willingness was more than matched by determination to abolish selection at the age of 11, 12 or 13. He gave no firm indication of exactly what the Bill will say on this.

Mr Mulley said he did not want to upset the division of power between I.e.s.s and central government. Some of the suggestions made by Mr St John-Stevens would breach the so-called balance in powers and responsibilities.

The Government's policy on comprehensive education lacked statutory force. This would be remedied by the Bill. When Opposition MPs said that he was proposing to tell local authorities what they should do, Mr Mulley rather hesitatingly agreed that that was so. He added that the pattern of reorganization would be decided locally.

The Government did not accept that selection and selective schools were right. They wanted to deal with this as a matter of urgency, although in some areas shortage of resources was holding up reorganization.

The proposition that a good

grammar school or a good secondary modern was destroyed when reorganized could not be accepted. Mrs Margaret Thatcher, the Leader of the Opposition, had herself when Secretary of State presided over the destruction of many such schools if that proposition was accepted.

The Government regretted that legislation was needed. They would have preferred reorganization by agreement.

The Bill would not result in increased public spending nor would the Government use it, or want to use it, to push through batched-up schemes or reorganization. I.e.s.s would not be forced to spend large sums of money that they would not in any case be spending.

On local authorities taking up places for children at independent schools, Mr Mulley said it might be right, particularly for boarding, for some authorities to send children at public expense to independent schools. The Government wanted some control over the procedure so the I.e.s.s would have to obtain authority to take up places. Approval would not be given if the children could be adequately educated in their own schools.

Mr Mulley said that what the Government were seeking was reasonable. They could possibly be criticized for being too slow. What they could not do was to abolish selection at a legislative stroke. However, local authorities who dragged their feet would not be tolerated.

Government accused of ignoring real issues

Mr Norman St John-Stevens, Opposition spokesman on education, said the Government were intent on imposing comprehensive schools everywhere, rather than making efforts to improve education, both in school and afterwards.

The Government's first priority in education was the damaging one of imposing comprehensive schools everywhere. This was also financially reprehensible. The Government had tried persuasion and bullying. Both had failed, so they now resorted to legal compulsion.

Our children's future was being sacrificed for ideological and political reasons. Government were putting on an irrelevant, but hypocritical, side-show which would prevent the real questions about education being discussed.

Parents and educators were concerned about standards. They also wanted to discuss discipline and conduct in schools, especially the increase in violence. Why was it growing and what could be done to stop it? Educationists wanted to know about resources, and at a time of scarcity they wanted to discuss a reasonable and sensible allocation of those resources.

Fundamental questions would have to be answered. What was the right size for a comprehensive school? What was the effect of mixed ability teaching and what was the place of streaming and setting within comprehensive schools? It was irresponsible to embark on a new phase of policy

while these questions remained unanswered. To introduce comprehensive schools everywhere without the money to run them would bring the idea of comprehensive schools into disrepute. The Government had declined to go comprehensive and firm date, would not have their minds changed by legislation. They would then be forced to change their conclusions by statute.

The policy was also destroying the balance so carefully maintained in the 1944 Education Act between the Secretary of State and local authorities and voluntary schools and parents. Local authorities would be deprived of their essential powers. This would be resisted by I.e.s.s who had introduced comprehensive schools as strongly as by those who had not.

It was a giant step towards a state-centred system of education. In the future another Secretary of State, perhaps a more malign or energetic than the present occupant, might be able to manipulate the system for political purposes.

"We will oppose this Bill within the House by every parliamentary means. We will oppose this Bill in the country and seek to mobilize public and educational opinion throughout the nation, so that it will become clear even to the Secretary of State that his proposals are rejected by the overwhelming majority of those who care about the future of our schools and the future of those who are educated in them." (Loud Conservative cheer.)

Tories want more proof

Mr Angus Maude (Stratford-on-Avon, Conservative) said government supporters claimed that parents supported comprehensives. If that were true, they ought to have seen some statistical evidence somewhere. There had never been a survey of working-class resentment against selection. On the contrary, many working-class parents were worried about losing the chance of places for their children. It was necessary to secure equality of opportunity for the 1944 system was originally established.

If Labour really wanted equality of opportunity, their MPs should support continuous selection and testing. This would make sure that nobody fell behind, no late developers were ignored and that there was complete flexibility of transfer. There were no convincing arguments against co-existence between grammar schools and comprehensives in some areas. Any effective system of education always contained some selection somewhere, outside or inside the school.

Labour MPs who were against selection as a whole would have to go much further than the proposed Bill. Mr Edward Short had rejected banding and others rejected streaming. Even setting was not considered egalitarian enough for some Labour MPs. They would be driven irresistibly towards the non-streaming school. The common curriculum, the equal ability form, would be fought for with increased stridency and pressure by the egalitarians on the Government benches.

When they had succeeded in forcing some direct grant and voluntary-aided grammar schools to go independent, the pressure would start to abolish independent schools. The Government had no reputable educational arguments for their enforcement of comprehensive schools. Unless they were prepared to give special treatment to neighbourhood comprehensive schools in deprived areas they would run into serious difficulties.

Miss Joan Lester, Under Secretary for Education and Science, said selection was indefensible. No method had been devised to predict the development of a child at 10, 11 or more years of age. Larger schools allowed children of varying abilities, interests, attitudes and intelligence to find their own level and to move about freely. If they were moving to a comprehensive system of education, they could not contain within it authorities who perpetuated a system which denied opportunities to those who they selected or did not select.

Those authorities who had not gone comprehensive were denying all but a few children the right to choose their school. There were difficulties in comprehensives but there were also difficulties in grammar schools, even in Eton College and primary schools. The comprehensive school was doing very well if it was judged by examination results. She hoped they would widen the ways in which they measured the so-called success or otherwise of pupils.

They had fought four general elections on this issue. She was proud that this was a commitment the present Labour Government intended to keep.

During the debate, the Liberal spokesman, Mr Clement Freud (Sale of Ely) said his party supported non-selective secondary education. They had been consistent in that view since 1952. What they deplored most was the two-party conflict which did so little for the children.

He regretted that educational cuts had done nothing to help the teacher-pupil ratio. Liberals disagreed with the Opposition amendment and would continue to support the Government.

Mr George Gardner (Relgate, C) said the universal imposition of a comprehensive principle had in a great many areas led to what were recognized as neighbourhood comprehensives. The result in poorer areas was more often than not to create educational ghettos.

Mrs Renee Short (Wolverhampton, North-East, Lab) said that the spectre of closed nursery schools was haunting many parts of the country. The nation had been depriving itself of the basic foundations for a good state system of education for generations. The spread of nursery education was uneven. They ought to be a properly planned programme with a costed target which the Government would aim to reach.

Mr Dafydd Thomas (Merioneth, Pl Cymru) said that not only was there an equality of opportunity as between class and income but there must be equality of cultural and linguistic opportunity.

Mr Guy Barnett (Greenwich, Lab) said that not so many years ago the educational system was rapidly expanding. The present desire to put a brake on that expansion was creating all kinds of problems in the system.

Mr Rhodes Boyson (Brent, North, C) said the Government's proposal would increase the power of central government at a time when there was a growing demand for devolution and would stop experimentation taking place. It was experimentation which had made the beginnings of the comprehensive school.

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National Savings for schools

Help proposed for unqualified 300,000

More money for 16 to 19-year-olds promised in the Queen's Speech was only briefly touched upon.

The Government's commitment to this age group was commended by Mr St John-Stevens. They looked to Mr Mulley to outline the Government's plans to review further education.

Mr Mulley said they wanted to increase opportunities for about 300,000 boys and girls who entered employment each year but received little or no further education or training.

More places and courses were needed, as well as new departures and concepts, new curricula and the close cooperation between educational and training interests.

The Government had been studying the matter for some time and he hoped to issue a statement soon. There would be consultations with those involved, including education and training interests, employers and trade unions.

During the debate, Miss Janet Fookes (Plymouth, Drake, C), spoke on the problems of standards and

literacy within schools. She said a friend who served on a local authority had told her that in his area FE colleges were holding remedial classes in the use of English and the like for their students, otherwise they could not follow the other courses.

Education colleges had been too concerned with the philosophy of education and not enough with the practical craft of teaching. As a result, teachers had come out without the necessary skills, and they had not always been sufficiently supported during their probation.

BOOKING FORM

(Would you please read the notes before applying and type or make letters throughout.)

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TEL _____

Date of booking: Monday _____

Time of booking _____

Number of places _____

Signature _____

NOTES

1. Places may be booked for any one hour of a six hour period commencing at 10.00 am, and finishing at 4.00 pm. (Last admission 3.00 pm) on Mondays April 26th to July 12th and September 13th to 27th 1976, all places inclusive. This you should specify, say, 10.00 am on 26th April (or whatever your preferred date and finishing time).

2. School parties at 45p per pupil irrespective of the children's age. Teachers and other staff of parties will also be charged 45p in the ratio of one teacher to every 25 pupils. Over this ratio teachers and other staff pay full price (50p). These prices include VAT. It is not necessary to pay in advance. The total sum due on admission should be held by one person and paid in cash at the time of the visit.

3. Please return form to the address below enclosing a stamped addressed envelope. All applications for bookings will be dealt with on a first come, first served basis. We regret that we are unable to accept telephone bookings.

4. Return to reply School Booking Office, The 1776 Exhibition, 200 Gray's Inn Road, London WC1.



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Further details of the above courses may be obtained from Mr. G. R. Mann, Admissions Tutor, C. F. Mott College, Liverpool Road, Prescot, Merseyside L34 1NP. Telephone No. 051-489 6201.

5. One-year full-time Diploma in Nursery Education.
6. One-year full-time Diploma in the Teaching of Slow Learning Children.
7. Two-year part-time Diploma in Religious Education.

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Keep them out of the cafés with school meals à la carte

by Bob Doe

Two long-awaited government reports on school meals published this week say pupils should be given a wider choice and more palatable food to stop them going to local cafés. Moreover, says the report, school meals should only be used to supplement meat in school dinners.

One of the reports—*Catering in Schools*, which is an organization of school meals—has waited two years to be published. It was presented to Mrs Margaret Thatcher when she was Education Secretary, in September, 1973, by a committee headed by Mr John Hudson, a deputy secretary at the Department of Education and Science.

Nutrition in Schools, a report on the food value of school meals, was produced by a committee chaired by Mr Geoffrey Cockerill, an under-secretary at the department. It has been "under consideration" since last April.

The Hudson report says that school dinners are being "bypassed" by pupils in the upper forms of secondary schools. This is particularly true of urban areas.

In two-thirds of the areas studied pupils took school dinners, in one-tenth of the areas the figure was less than 30 per cent.

"It is clear," the report says, "that many go to eating places where the quality of food, the surroundings and the company may leave something to be desired."

To reverse this trend, pupils should be allowed to take school meals à la carte even if their choice was below the nutritional standards recommended for school meals.

"The major problem is their reluctance to go anywhere near the school dining-room for any kind of meal."

The main aim should be "to meet the customers' wishes," with an attractive and varied choice of dishes. Prices could be manipulated to encourage pupils to eat important items.

One difficulty was the position of children entitled to free school meals. Would they be limited to food to the value of the set meal or would they have unlimited choice?

The committee did not think children who received free meals were shamed. "Left to itself, this is almost certainly a problem which would go away."

"We do not feel that public opinion stigmatizes those who receive this benefit, or that as a general rule the children or their parents feel they are doing anything to be ashamed of by taking it. There is probably a significant aspect of self-fulfilment about some of this problem."

The school meals service should be renamed the school catering service. They should not be responsible for the greater part of children's nutrition.

The service did, however, have social and educational aims. It enables mothers to go out to work, contributed to the resources of poorer families and taught children how to eat with others and about balanced meals.

School caterers should do all they could to make sure children who came to school hungry could take full advantage of their education. It was difficult to assess how many children were affected, but "it is important to see they get something to eat than to count them."

"Most teachers would readily recognize the pupils in their class who are persistently unable to respond to schooling in the morning because they are hungry, and identification by this simple method would go far to establish the size of the real problem in any particular school."

The report also wants Mrs Thatcher's legislation on school milk amended. This would enable it to be sold at a "reasonable price" and as a "valuable addition to the range of food and drink we recommend for senior pupils."

The DES said the report was held up by printing difficulties and the three-day week in January, 1974. After the change of government the new Labour Minister wanted to consider the milk and meals policy. Finally it was decided that *Catering in Schools* should await the report of the second committee *Nutrition in Schools*.

It is believed that references to lunchtime supervision, which teachers cannot be required to do, were removed from *Catering in Schools* after the teachers' associations on the committee protested.

The National Association of Teachers, who were representing the committee, have frequently complained if supervision is inadequate. They are therefore doubtful about the cafeteria system.

Mr Charles Lawton, a former president of the union, said last week "The time has come for a kind of lasting solution not on the voluntary support of teachers."

The National Union of Teachers' lunchtime supervised ancillary assistants. Negotiations on these points are proceeding. Local education authorities are the working party on conditions of service.

Nutrition in Schools says school dinners should contain 50 to 60 grams of fresh meat three days a week. Bacon, ham or other served meat, fish, cheese or eggs should be included on the other days.

Novel protein foods, such as textured vegetable protein made from soy beans, do not provide all the minerals and vitamins contributed by meat, cheese or fish.

"We do not consider that it would be desirable for authorities to use these products as a substitute for meat or other animal proteins in the school meal. On the other hand, we see no objection to their being used as meat alternatives."

The committee say the nutritional standards of school meals should be monitored by analysis. Authorities who use convenience foods should check that they are nutritionally adequate. All schools should note how much food is wasted because children do not eat what is served up to them. "It is important evidence that checks ought to be made."

The à la carte system is incompatible with closely prescribed nutritional standards, the report says. Local authorities must ensure that children receive suitable meals. The choice should be enough to enable any pupil to eat a balanced and nutritious meal. *Catering in Schools*, HMSO 75p. *Nutrition in Schools*, HMSO 50p.

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Novel protein foods, such as textured vegetable protein made from soy beans, do not provide all the minerals and vitamins contributed by meat, cheese or fish.

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The committee say the nutritional standards of school meals should be monitored by analysis. Authorities who use convenience foods should check that they are nutritionally adequate. All schools should note how much food is wasted because children do not eat what is served up to them. "It is important evidence that checks ought to be made."

The à la carte system is incompatible with closely prescribed nutritional standards, the report says. Local authorities must ensure that children receive suitable meals. The choice should be enough to enable any pupil to eat a balanced and nutritious meal. *Catering in Schools*, HMSO 75p. *Nutrition in Schools*, HMSO 50p.

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Taylor inquiry into managers and governors

Committees of consumers could advise

School managers and governors should be replaced by school advisory committees (SACs), the Taylor Committee were told this week.

Mr Ron Glatzer, reader in educational administration at the Institute of Education, London University, said the committees should have no executive powers. But instead they could advise the school staff and the L.E.A. on any subject connected with the running and development of the school.

This should include questions of curriculum, teaching method and school organization. The rights of SACs should be protected by statute.

Far from diminishing the limited powers of the present bodies, this new scheme would increase their effectiveness. SACs would have the right to be consulted on all significant proposals affecting school organization, from the school staff or the L.E.A. They would be able to call for information and reports from both the staff or the authority.

Committee members should be allowed access to the school at all times. As well as having their own consultations placed before the education committee, they should have access to sit as observers on governing committees for headships and other senior posts.

Heads should "be required" to call parents the names and addresses of SAC members. "I am making specific suggestions regarding the composition of SACs, apart to say that they should, where possible, be strongly representative of consumers in the broadest sense, particularly parents and pupils."

Mr Glatzer said heads often obstructed parents and teachers who wished to set up parents' associations or parent-teacher associations. "In many other cases where such bodies are already in existence, there is a usually successful attempt to confine their functions within very narrow bounds."

"The frequency with which such instances are encountered suggests that this matter can no longer be left to sort itself out," he said. "The formation of a parents' association or similar body and such bodies, when formed, should have the right to consider any matter relevant to the school, the L.E.A., and any other interested body."

Serious experiments should be started in which formal schooling, at least in secondary schools, took place in the morning. The present rigid timetable was due to a false conception of a teacher's role. The afternoon could be used for private study, homework and other extra-curricular activities.

Too little is known about the government and management of schools. A research programme should be started to remedy this, Dr Dennis Warwick, senior lecturer in sociology, Leeds University told the committee.

Dr Warwick said a carefully selected sample of local authorities should take part in a sociologically and psychologically based research programme, which could cost as little as £100,000.

There should also be a training scheme for governors and managers, so that the effectiveness of training could be gauged. "With a background of research information and limited power within the existing system, they might then be in a position both financially and politically to make through-going kind."

Parents and pupils should make up half the governing body of a school, say the Advisory Centre for Education (ACE).

They have told the Taylor Committee: "We consider that a governing body should serve four important educational constituencies—the parents of pupils in the school, the pupils themselves, the head and his staff and the L.E.A."

All four groups had a legitimate interest in the schools and all were entitled to representation on governing bodies.

"We are also of the opinion that there should be a fair balance of representatives from these four sources and we strongly urge that parents and pupils together should be at least as strong in number as the rest of the governing body."

Governors from each of the four groups should be replaced regularly in the same way as aldermen. "In this way changes in staff membership, in the composition of local councils and in the body of parents and pupils in a school can take place in an orderly and efficient manner."

Although governing bodies had potentially wide and important powers, few of them exercised more than general oversight over aspects such as finance, staffing, internal organization and curriculum, and the admission of pupils. "In some respects their functions are mainly of a rubber-stamping kind. . . . Governing bodies will not take a deeper interest or become more fully involved in the life of the school, however, unless there is a willingness that they should, by all those concerned with schools."

Time should be set aside for the discussion of school matters by parents and their representatives. Efforts should be made to ensure that all parents know their representatives and how to get in touch with them.

Parent governors should be assisted to keep in touch with parents. Secretarial help, stationary, use of duplicating equipment and a telephone and postage allowance were among the most important aids.

Half share for pupils and parents

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Poly directors attack 'devolution' plan

Polytechnic directors have attacked plans to set up regional councils to control further and higher education in England. The proposals, they say, would do nothing to get rid of inefficiencies in the present system.

They have told the Department of Education that "the way in which the whole system of higher and further education is organized means that it is inherently inefficient."

"It results in a wasteful duplication of too many courses in too many institutions, so that ratepayers and taxpayers pay too much for a service that ought to be better than it is."

A large enterprise such as higher and further education needed clarity on how to achieve maximum value for money.

"There is no management structure charged with that responsibility; nor is there in the local authority sector an adequate system for the assembly and analysis of information from which criteria can be deduced so that the total resources committed to higher education can be most effectively used."

In consequence there now exists a provision of higher and further education in which the overall resources are used inefficiently. Too often now the priorities of the education system are attuned to meeting the needs of institutions and fulfilling the career aspirations of the educators rather than to meeting the needs of those being educated.

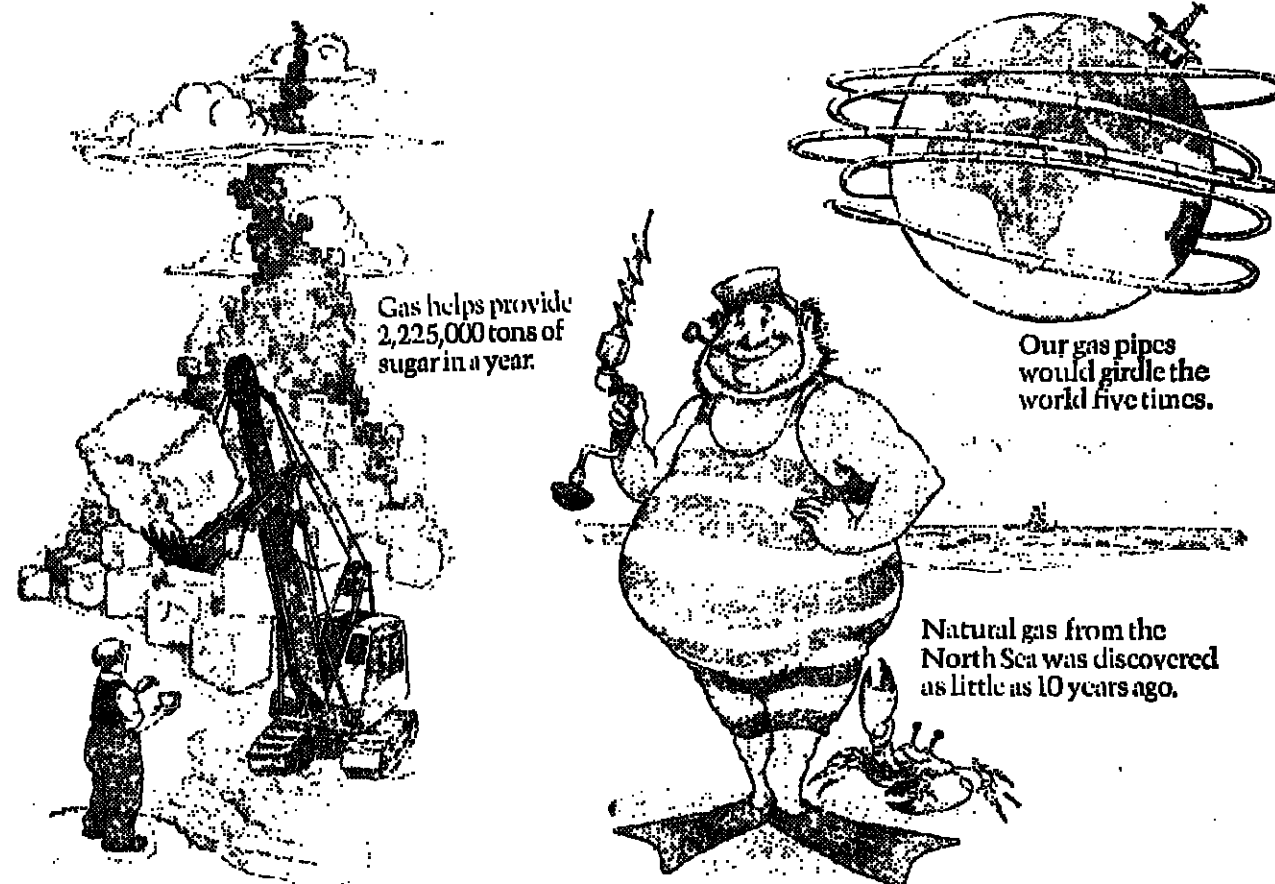
The plan for regional councils, which was put forward by the Council of Local Education Authorities in September, would do nothing to reduce inefficiencies and they were "virtually a perpetuation of the status quo of inappropriate and inadequate organization."

CLBA suggested to the Department of Education that further education advisory councils should be set up in the regions. These would "consider, promote, monitor and advise" on the planning, co-ordination and development of all types of further education outside universities, including initial, induction and in-service training of teachers.

The polytechnic directors say the councils would not solve the problems of higher education. "We cannot see them having a role in financial control."

A national body should be set up as a starting point to thrust out policies which would lead to regional councils.

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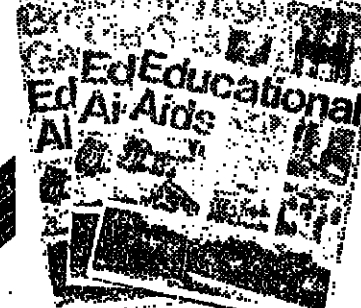
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The College is within a few minutes' walk of the sea in a very pleasant area at the foot of the South Downs. As a major resort Eastbourne has excellent social and cultural facilities, and both London and Brighton are easily accessible.

Enquiries about the degree courses and future developments should be addressed to the Principal (EWG), Eastbourne College of Education, Darley Road, Eastbourne, East Sussex BN20 7UN.



Children from Coldfall Junior School, North London, looking at specimens collected for the School Natural Science Society exhibition at Harlequin Teachers' Centre at the weekend.

Child labour 'out of control'

by Frances Staden

Last week's conviction of three London factory owners, for illegally employing children, has led the author of a report on child labour to repeat his demand for clarification of the law on child employment.

Dr Emrys Davies, a retired headmaster, ex-president of the National Union of Teachers and a member of the Manchester education committee, said the employment of schoolchildren had got "out of control".

His report, *Work out of school*, which was published in 1972, was sponsored by the Department of Health and Social Security. The relevant Acts are the Children and Young Persons Act of 1933, which was amended in the Education Acts of 1944 and 1962, and the Employment of Children Act of 1973. No child under 13 can be employed. Over 13, he can work but not before school finishes, before 7 am, after 7 pm or for more than two hours on a school day or a Sunday. Nor can he be asked to move or carry anything that might injure him.

The 1973 Act deprived local authorities of the right to make by-laws on child employment. It gave power to the Secretary of State at the DHSS to devise regulations for the whole country. These have not yet been brought in.

A spokesman for the department said this week that their introduction "will depend on the outcome of discussions with local authority associations about the resources available to implement them".

Meanwhile, Dr Davies says local authorities continue to apply their old by-laws. In Manchester, "hundreds of children are working in contravention of the by-laws". Because of the uncertainty, magistrates are "too casual" about punishing offenders.

In a report to the secondary and further education subcommittee last month, Mr Dudley Fiske, Manchester's chief education officer, said the authority were "not meeting their statutory responsibilities adequately".

This was because of the pressure of work on the juvenile employment officer. The city's by-laws, on which they were forced to rely, ignored the raising of the school-leaving age.

In August spot checks, such an hour long, were carried out on two separate days in the city's markets. They revealed 42 cases of illegally employed children, four were under 13 and one was eight.

A spokesman for the Health and Safety Executive, to which factory inspectors belong, said that illegal child labour was "not a national problem. It relates mainly to the clothing industry and is therefore a regional problem. Within the clothing industry factory inspectors see first-hand hazards as a far greater problem".

Dr Davies said it would be "misleading and unfortunate" to conclude that because last week's prosecutions involved Asian employers, illegal child labour was higher among immigrants.

The practice was merely easier to spot. Many immigrants owned small factories and factory inspectors appeared to say they were effective "at supervision and control than educational welfare officers. Shop, delivery and garage jobs were also "less noticeable".

One of the difficulties was the legal definition of employment. The Children and Young Persons Act defined child labour as employment only if it was to the profit of the employer. Responsible or hard work with long hours, such as babysitting, escaped such a definition because the child was offering a "service".

Dr Davies drew attention to the clause in the 1944 Education Act which lays down that any employment, whether legal or not, which adversely affects a child's health or education, can be prohibited or reduced.

As far as the regulations of the 1973 Act were concerned, he was anxious that they should be laws to everyone and be universal.

The NUT take a similar line. They emphasize that education is a child's right and "security" should be doing it; they should be "the system".

Dr Davies said the NUT were more staff to supervise the employment of children but the 1973 Act does not provide for any additional staff. The union also regretted that under the Act the Department of Education and Science were not made responsible for conditions of employment.

Dr Davies's original research was carried out over three years, and covered 3,000 children between 13 and 15 in 10 regions. He found that some children worked 60 hours or more a week, including the 20 hours spent at school. Only 31 per cent of the boys and 20 per cent of the girls in his sample did not have some part-time employment.

Dr Davies does not wish to ban school children from working. He wants the regulations on conditions of employment tightened up to the hilters from his survey that the more out-of-school time children spend working, the less able they are to do their school work.

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legally defined integrated studies courses are no place for history, according to the Assistant Masters Association. They want it to be taught in proper history lessons, in purpose-built classrooms and by trained historians.

The fourth edition of the association's *The Teaching of History in Secondary Schools* comes down this week against the project approach and pleads for a return to "chalk and talk" methods.

Projects, the book says, are favoured because they keep pupils busy and seem to make things easier for the teacher. But such learning as does attend the enormous efforts pupils are liable to put into their projects is often incidental, slipshod and superficial.

"The chalk and talk lesson has come in for much deserved censure because of considerable past abuse. It is the only method almost to the exclusion of other methods and practised by those who were poor performers."

"But the tale well told is the one method of teaching which has universal appeal irrespective of intellectual capacities. . . . Teachers of history need to talk to pupils in the same way that parents are urged to talk to their children, to stimulate their imaginations."

Of interdisciplinary, integrated studies it says: "Too often the label is attached to a course which is less than integrated and frequently less than a disciplined study." They were often used as "the second best answer for second best pupils".

There was a tendency, particularly since the school leaving age was raised, for pupils whose "biggest handicap is their narrow experience and limited horizons" to lose the "red blooded" element of history when schools tried to provide "relevant" courses under the name of environmental studies.

"More than one pupil has responded to a grand integrated scheme with the request 'Please Sir, can't we do proper history like the others?'"

Some history teachers had found pupils more receptive to history when it was taught, not for its own sake, but as part of the answer to a wider problem. Integrated studies only worked when an historian was on hand to ensure that the historical content made academic and pedagogic sense.

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Bob Doe reports on a move by historians to get their subject back on the timetable

History is not bunk

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Of interdisciplinary, integrated studies it says: "Too often the label is attached to a course which is less than integrated and frequently less than a disciplined study." They were often used as "the second best answer for second best pupils".

There was a tendency, particularly since the school leaving age was raised, for pupils whose "biggest handicap is their narrow experience and limited horizons" to lose the "red blooded" element of history when schools tried to provide "relevant" courses under the name of environmental studies.

provides variety and militates against boredom, says the book. But they see little to recommend the proposed new examinations at 16 and 17-plus.

"It is difficult to see what qualities a Certificate of Extended Education examination in history could test which are not already tested by CSE or O level."

Mr Holland said it was not possible to set a common examination at 16 to provide for all abilities. "The problems of a common examination in history are just as great as those in mathematics and science." Pupils at the extremes of ability were inevitably left out.

The AMA are at pains to justify the place of history taught by historians in the curriculum. Mr Cleland said history was about human judgments and the use of power, and relating decisions in the past to contemporary events.

"At the end of his school history course", the books says, "the pupil should be able to synthesize, to argue a conclusion from given facts and to differentiate between values of the present day and those of an earlier period."

"We accept", said Mr Cleland, "that a lot of history teaching is bad, that is why we wrote the book. History may be unfashionable but it is alive and well and should be given a chance."

The teaching of history in secondary schools, 4th Edition. Published by the Cambridge University Press for the Assistant Masters' Association £3.95.

Specialist jobs in danger

Specialist teachers employed under a Home Office scheme to work with immigrant children could lose their jobs as local authorities try to save money.

Three-quarters of the teachers' salaries are paid by the Home Office: the local authority find 25 per cent, but even that small amount could be seen as too much as next year's budgets are being prepared. The teachers are employed above the normal quota.

Mr Reg Germany, secretary of the Home Office branch of the National Union of Teachers, has written to his education authority asking what is going to happen to the specialists. "In times of financial stricture, they will be the first to go", he said.

Mr J. Cooper, deputy director of education, said Hounslow employed seven or eight teachers who mainly taught immigrants.

"Due to the movement of one of those teachers to a college, we are in the situation of wondering how to replace her", Mr Cooper said. "It is a question of the exact financial arrangements at a time when the authority are in a no-growth situation. At the moment the matter is being investigated with the Home Office and our borough treasurer."

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Cigarette law flouted-ASH

The law prohibiting the sale of cigarettes to children is being flouted by tobaccoists, according to a survey by Action on Smoking and Health (ASH) published this week.

ASH sent children "clearly under the age of 16" to buy cigarettes in 50 shops in England and Wales. In 43 the children were successful, though two had to say they were buying them for adults. Only seven shopkeepers refused to sell.

Armed with this evidence, ASH are now pressing for more action against shopkeepers who infringe the law. They want stiffer fines and more stringent efforts by the police to track down and prosecute offenders.

Flues remain at the level set by the Children and Young Persons Act of 1933: £2 for a first offence and £5 for subsequent convictions. In 1964 87 people were found guilty of selling tobacco to children, but the numbers have fallen recently.

There were only 14 successful prosecutions a year between 1971 and 1973.

Sixteen of the 50 shopkeepers in the ASH research said they knew it was illegal to sell cigarettes to children under 16. Twelve of them had done so. Twenty-four knew it was illegal for children under 16 to buy cigarettes.

In two shops the children were told to conceal the cigarettes. One sales girl said: "I am not supposed to sell them to you. Hide them. The police might get you."

ASH want shops which sell tobacco to display a sign explaining that it is an offence to sell to children.

Professor Charles Fletcher, chairman of ASH, said studies had shown that boys who smoke before 15 were five times more likely to contract lung cancer than those who started smoking after they were 25. Children should be dissuaded from smoking and it should be made difficult for them to get cigarettes.

NUS on welfare

The National Union of Students published a welfare manual last week with information about grants, allowances, drugs and social security claims.

The manual is in the form of a clipboard wallet, packed with notes and booklets with information and advice. Some of the categories addressed to special categories of students, such as those who are disabled, mature or from overseas.

■ PROFILE

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Making Manhattan style skyscrapers in corrugated cardboard helped 10-year-olds at Noring Hill and Ealing High School to learn a sense of scale.

Police hold off until they see blood

Only a well trained, committed teaching force backed by understanding parents and freed from many existing pressures would provide solutions to pupil disruption, said Mr John Hale, headmaster, magistrate and general secretary of the National Confederation of Parent Teacher Associations, at a conference in Brighton last week. The conference on disruption, organized by the College of Preceptors (South Eastern), brought together headmasters, teachers, parents and administrators.

Mr Hale said schools were expected to provide not only the basic skills, they also helped with social adjustment. In addition they had to cope with the curriculum and administration and correct children and contain them, against a background of rapid change.

Mr David Hart, chief solicitor for the National Association of Head Teachers, said that assaults on teachers by pupils and parents were definitely increasing. The violent pupil must, of course, be distinguished from the purely disruptive pupil who may or may not be violent.

In cases of violence, said Mr Hart, the police were often reluctant to take action unless blood was drawn. This was due to a variety of reasons, but had much to do with undermanning and lack of positive action by magistrates.

Mr Hart said suspensions were increasing, but such methods were of doubtful value.

Bomb essay defended

A teacher who asked his pupils to imagine they were IRA bombers was defended last week by the chairman of the school's governors. Mr Rob Hodgson, an English teacher, had asked children at Houghton Regis, Upper School near Dunstable, Bedfordshire, to name the town, street and a pub where they would leave a bomb.

Following a complaint from a parent, the chairman of the governors, Mr John Kinchella, said the project was conducted responsibly and was in the children's educational interest. The project involved a consideration of violence as part of the class's CSE studies. A teacher chose the subject because it is topical and because the pupils are already aware from what they read and see and hear of this particular form of violence in contemporary society.

The object was to discuss the essay in class from the point of view of the effect of such anti-social activities, whether the

bombers felt a sense of guilt for what they had done and if they regretted their actions.

"The use of a contemporary subject for the project was useful only from the point of view of writing but as a lesson in citizenship. There was no question of teaching the children to make bombs or of a political point of view being expressed."

Mr Kinchella said consideration of moral issues was a normal part of the pupils' education. The project had been considered before by another class and had resulted in some of their best schoolwork. There had been no complaints.

On this occasion, only one parent had complained although 19 pupils in the class. The school authorities had explained the purpose of the project to the parents and it had been discussed by the faculties staff who were satisfied that the topic had been conducted responsibly.

Jobs for youth plea fails

The Manpower Services Commission have rejected the National Youth Bureau's request for money to set up an emergency information service on projects for unemployed young people.

Mr John Ewen, director of the NYB and chairman of Community Industries, said it appears the typically bureaucratic response to expressed need that the setting up of MSC was designed to avoid. We shall take urgent steps to raise the funds elsewhere to meet the need. Reservations about the MSC's

work are expressed by Mr Pat Perry, director of the British Association for Commercial and Industrial Education, in the latest issue of the BACE Journal.

He says there is a danger that the MSC's emergency training schemes can only offer economic difficulties. "The many of the problems which beset the country are not amenable to solutions by training; and to pretend otherwise would have a deplorable effect on the image of the training function."

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Forms of application may be obtained from Kingston upon Hull College of Education (Admissions (MM)), Collingham Road, Hull HU6 7RT, and should be returned as soon as possible.

France

Budget gives little hope for growth

from William Farr

PARIS The National Assembly has adopted the 1976 budgets for the Ministry of Education and the Secretariat of State for Universities (TES), September 12. Education as a whole gets Frs46,300m (about £5,200m), 19.5 per cent more than in 1975. The universities (including the National Centre for Scientific Research) get Frs9,580m, an 18.3 per cent increase.

Together, education and research topped the list with over Frs56,000m ahead of postal and telecommunications services with Frs51,000m and defence with Frs50,000m. The overall budget increase with 13 per cent.

With a total payroll of 932,500, the Ministry of Education will spend 82.5 per cent of its budget on salaries. The universities will spend 71.8 per cent on a total staff of 109,250.

The percentage increase for staff and other running expenses is higher than the total increase, which means that the increase for new developments and capital expenditure on equipment and buildings are relatively smaller and will not offset the effects of inflation even if this is pegged at 10 per cent.

The budget provides for 1,017 new posts in the universities and the National Centre for Scientific Research, and for the upgrading of 1,200 teaching posts.

While the total provided for subventions to the universities towards their running expenses will increase by 17.2 per cent it seems likely that some universities will this year again be facing difficulties.

As the opening of the debate on the universities' budget, M Jean Pierre Solson, Secretary for Universities, announced that supplementary programme grants and exceptional additional subventions for 1975 amounting in all to Frs32m would be given to three of the Paris universities to help them out of their 1975 problems.

The Standing Conference of University Presidents had hoped that he would have included in his 1976 budget money to cover some at least of the technical and administrative staff which universities have been obliged to recruit and pay out of their own pockets.

The conference estimates that to solve this problem by creating between 8,000 and 10,000 establishments would cost the Government an additional Frs32m.

United States

Backers of bussing get three cheers

from Michael Binyon

WASHINGTON

Last week saw three important victories for supporters of bussing in the United States.

Detroit was ordered to integrate its schools, involving bussing 21,000 pupils, by the end of January.

The Supreme Court ruled that a city in Delaware could not go ahead with a plan that prevented bussing between the centre and the suburbs.

And an attempt to introduce a constitutional amendment in Congress that would ban the use of bussing to achieve a racial mix in schools was defeated by the Democrats.

The three decisions are all of major importance, and will bring the controversial issue right back to the centre of the election campaign which is now about to start.

Opponents of bussing can take only small comfort from the conclusion of legal experts in the Health, Education and Welfare Department, also made public last week, that the department cannot force desegregation that would require bussing children too far.

Detroit is America's fifth largest city. The order by a judge of the Federal District Court to implement a desegregation plan would still leave nearly half the city's schools virtually all black, but it would increase to just over 50 per cent the proportion of black pupils in schools that are still heavily white.

The judge, Robert de Mascio, said one of the plan's main aims was to stop the city's whites, now only 23 per cent of Detroit's 247,500 school pupils, from moving to avoid the integration order.

The plan is a substantial revision of the original proposal submitted by Detroit's School Board, a majority of whose members are black. The board wanted a more comprehensive scheme that would have included all schools that were either predominantly black or predominantly white. But the judge evidently believed this would merely hasten "white flight".

The Supreme Court decision on Delaware's plan has wider implications, and seems to require that cities consider all the suburbs—even if they come under a different administration—when drawing up integration plans. Wilmington, capital of Delaware, had a plan that locked black children into the city centre.

Lawyers for the children maintained that the city and State governments had colluded to do this. They cited transport subsidies for white children going to private schools which left the centre 83 per cent black and the suburbs 94 per cent white.

A local court found the lawyers had proved discrimination, the city appealed, and the Supreme Court, with three conservative judges dissenting, upheld the decision and ordered Wilmington to draw up another plan.

The defeat in Congress of an anti-bussing amendment means that the



Going to school Boston-style

issue cannot be got round by doing the Constitution, and it relates those liberals from northern cities who have suddenly become opponents of bussing because of the inability to get their own desegregation plan approved by a two-thirds vote of each House of Congress before submission to the States for ratification. But when the Democrats raised the issue in their own caucus, 172 voted any amendment—considered more than one-third of the Democrats and Republicans in the full House of Representatives.

Staff strikes reach all-time high

There were 160 strikes by teachers in September and October—the previous record of 134 in an entire school year in 1972/73. Most were against cuts in staff and school programmes that are now making places all over the country.

A record number of teachers were also created, fined and imprisoned. Most were members of the American Federation of Teachers, the smaller but more militant of the two teaching unions.

Two hundred teachers were confined to their homes during a long curfew after picketing at Wilmington, Delaware; 119 were arrested in Chicago for violating a no-picket order; in Rhode Island 11 were arrested; and in New York union leaders are awaiting sentence for civil contempt following this autumn's widespread school shut-down.

Italy

Jobs shortage boosts numbers

from Dalbert Hallenstein

VERONA First year university enrolments have increased significantly this year after a two-year period of stagnation. In its annual November report the Social Investment Study Centre (Censis) reveals that this academic year there has been a 6.2 per cent increase in first year student enrolments. Last year the increase was 0.6 per cent and the year before 0.6 per cent.

The report comments that one of the reasons for the upsurge in student enrolments could be the difficulty which school leavers are having in finding jobs.

It notes that in 1974 the percentage of recent school leavers with university entrance qualifications who were still looking for their first job after more than two years was

It also notes that in April, 1975, the number of people in search of their first job was already 819,000, and comments that the capacity of school leaving qualifications to guarantee a relatively easy passage from school to job is being increasingly undermined.

The report suggests that many school leavers have enrolled at universities this year with the intention of using them as a "parking area" in which to sit out the next few years of economic crisis and unemployment.

Italian university students at the moment have the right to apply for a grant, medical insurance and travel discounts. All of which are unavailable to out-of-work young school leavers who, according to the

West Germany

Young job seekers find going hard

by David Dungworth

Although the general situation is somewhat less critical than it was a year ago, many West German teenagers are still finding it difficult to get jobs. Because of the economic recession the number of training places in commerce, industry and public services registered with employment exchanges fell by 15,000 between July 1974 and July 1975, a drop of about 8 per cent. As a result, the gap between the number of applicants and the apprenticeships available has widened.

When unemployment among 15 to 24-year-olds broke all post-war records in the period up to January 1975 the Federal Institute of Labour in Nuremberg stepped up the career guidance service provided by local employment exchanges.

Over a million young people seeking assistance during the school year 1974-75, employment officers held 2,500 consultation sessions for pupils and parents at schools, between October 1, 1974, and Sep-

tember 30, 1975, 326,000 apprenticeships were advertised through employment exchanges and they attracted 375,000 applicants.

By the end of September there were 19,300 vacancies, whereas 23,500 teenagers were still looking for training places. Judging by past experience an additional 80,000 youngsters will have arranged apprenticeships directly with their employers without going through an employment exchange.

These figures do not include a considerable proportion of school-leavers who apply for unskilled work or who have not achieved the minimum standard required to embark on trade training.

In times of economic recession it is among the members of this group that the highest concentration of unemployment is to be found. Over a quarter of secondary modern pupils—about 100,000

altogether—failed to obtain the school-leaving certificate.

To remedy this state of affairs the German Federal Institute of Colleges of Further Education is undertaking a major research programme in cities where unemployment is acute.

The aim of the project, which will receive financial support of DM635,000 (nearly £120,000) from the Federal Ministry of Education and Science in the two years up to June, 1977, is to prepare unemployed teenagers for the external examination for the secondary modern school leaving certificate (Hauptabschluß).

The experiment envisages an introductory phase for all participants, the purpose of which will be to remove former prejudices and encourage new attitudes to learning. Courses will be of four to six months and involve an average of 25 hours' instruction a week. All will begin with a residential weekend and this feature will be repeated at intervals throughout the course.

Spain

Government increases salaries and numbers of some staff

from William Chislett

MADRID

The number of State *bachillerato* high school teachers is to be increased and all State teachers are to get salary increases.

A present there are 6,023 State high school teachers and these will be increased to 7,700. The number of assistant heads of departments will be increased by 7,287, bringing the number to 13,000. The increases will come into effect in October, 1976.

Salaries in the *bachillerato* take the form of additional Government supplements to the basic salary. A *bachillerato* already receives an extra £50 a month on top of his salary of about £92 a month. It will be increased yearly over the next four years until it reaches a maximum of £16 a month. Heads of departments in State schools teaching the *bachillerato* will receive an increase of £50 a month, bringing their Government supplement up to £160.

Their present basic salary, depending on their status, varies between £100 and £160. Assistant heads of departments will receive an increase of £25 a month, making their supplement

£58. Their present basic salary goes up to £120. The increases come into effect next month.

Meanwhile, the row over the Government's policy of subsidising some private schools (£120m) is going in subsidies this year has been taken up by parents in Madrid.

A Housewives' Association has complained that their local subsidised school was overcharging for fees. There are no sanctions against schools which abuse subsidies.

Parents have also complained about the price of extra classes held every evening. In State schools of general basic education, parents usually pay £5 a month which entitles their child to attend extra classes in English, French, typing and music. Teachers receive an extra £32 a month for giving these extra classes. However, some State schools have raised the cost of them to £8 a month.

The classes are voluntary, but as the Catholic Church, Y.6, pointed out, many parents feel that their child will fall behind if they do not attend.

Sweden

Drinkers switch to spirits

from Mike Duckenfield

STOCKHOLM

Four out of every five Swedish 15-year-olds drink wine and spirits, and many prefer them to beer, according to a recent survey by the Brewers' Association which reveals a dramatic change in teenage drinking habits during the last few years.

The association's investigations, based on alcohol consumption among teenagers at a school in Åkers, a town in central Sweden, reveal that 45 per cent of pupils in the penultimate (eighth) year of compulsory schooling drink beer, while a staggering 77 per cent of pupils drink wine and spirits. In 1973, a similar survey estimated that 62 per cent drank beer and roughly one in three took something stronger.

The change in tastes—less beer and more spirits—was apparent for all pupils in the final three years of school, with the exception of 16-year-olds, more of whom were drinking beer also. (In the last three years, those drinking beer have increased from 74 to 77 per cent and those drinking wine and spirits from 72 to 80 per cent.)

Figures for 14-year-olds are less clear, but nevertheless suggest a close majority of both sexes drink wine and spirits, with the boys drinking increased consumption of hard liquor.

The switch to spirits had been feared following observations that beer drinking was on the decline. This spring, the National School Board's annual report on drinking habits, based on a survey of 9,940 pupils over the age of 12, showed that regular drinking had decreased slightly, as had the use of drugs. Whereas 51 per cent of 13-year-olds had drunk beer in 1973, only 40 per cent reported doing so last year.

The school board's concern about school-age drinking stems from a survey of 15,360 pupils in 1965, which revealed that a 3.6 per cent of medium-strength beer (mollan) was sold at supermarkets and shops in 1965. The board calculated that within two years of the beer's appearance on shelves, 15 per cent of boys and 36 per cent of girls had become regular drinkers of it.

Reacts that Sweden was producing a young generation of alcoholics were increased with a Stockholm University sponsored survey (three years ago) which showed that 15 per cent of male teenagers drank an average 17.6 units of spirits each year, and 35 per cent of 15 to 16-year-olds, in their final year of comprehensive school, consumed more than five cans of medium-strength beer a week—an intake approximately equivalent to nearly four British pints.

South Africa

Cut in years for Africans

from Louis Hotz

JOHANNESBURG

A reduction in the number of school years, which is intended to apply to the whole of the country except the Transvaal, was done on the recommendation of the Bantu Education Advisory Board and at the insistence of African educationists who felt that the 13-year period implied a measure of discrimination.

According to a spokesman of the Bantu Education Department the change has created serious problems in the handling of a vastly increased inflow of pupils from primary school into Form I, the start of the secondary course.

The spokesman said that up to now African pupils spent an extra year at the end of their primary course before entering secondary school because it was considered they needed more time to adjust themselves to the change-over from mother tongue instruction to the English and/or Afrikaans medium.

The elimination of the extra year, as well as certain changes in the Bantu education requirements, meant that there would be a flood of additional Form I entrants but no corresponding increase in the classroom accommodation or the number of qualified teachers.

As a result, it was expected that anything up to 300,000 African pupils who had passed through primary school would have to remain there, sharing classrooms in many cases in double shifts and being taught by primary school teachers.

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LETTERS

Dinosaurs or developers?

Sir.—Unless your reporting of Bob Thornbury's evidence to the Taylor Committee (November 11) amounts to distortion by over-simplification, which would be excusable, his views on the future of teachers' centres would give many warden's some cause for concern.

But I suspect your reporting is accurate. Assuming this to be so, might I offer a differing opinion? Teachers' centres have for long enough enjoyed a honeymoon of special pleading regarding their functions, the role of their wardens, and the amount of resources and status which should be ascribed to them.

Ascribed status is of doubtful value anyway, at least in education, as teachers' centres have proved that they can do a useful job in curriculum development and the in-service education of teachers. In some places and at some times they can be said to be offering an essential or even imperative service, occasionally as independent institutions but more often as integral parts of an I.E.A.'s provision.

There are, of course, good centres and bad ones in the same way that

there are good schools and bad ones and although there seems to be a conspiracy of public silence within the profession, most of us know which is which. Teachers' centres at present deserve the status which they have earned (which is considerable) and in future will acquire status on the same terms (and their potential is much higher than many people realise).

It is also true that some "good" I.E.A.s support their teachers very generously with a variety of support including well-funded teachers' centres, while others prefer to spend their money in other directions—or not at all. In this, teachers' centres are in exactly the same boat as any other local institution the provision of which is not statutory. That is to say that their status of reference, resources and development are entirely defined by the local context.

I consider it unfortunate that some of my colleagues, apparently bedevilled by the anxieties of earlier years for the future of teachers' centres, are led into believing that some national body, anybody, can wave a magic wand and achieve by

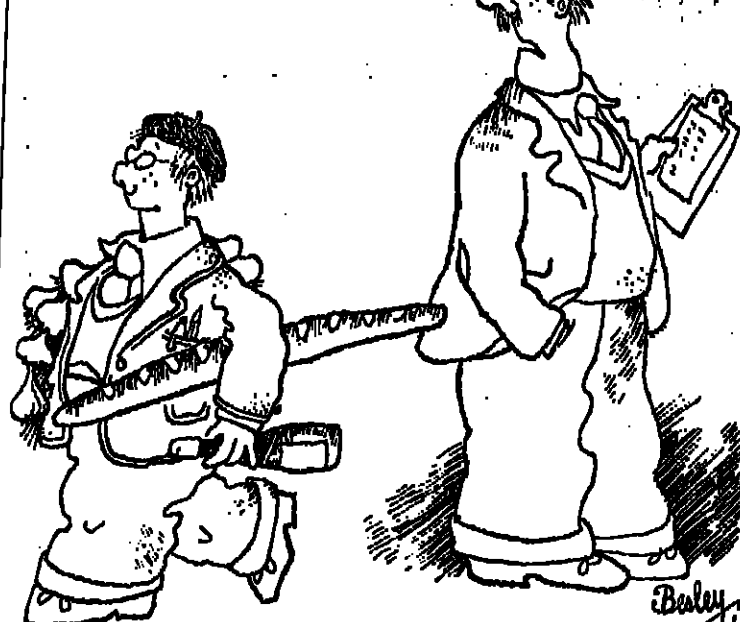
prescription what can, in fact, only be achieved by development in the field.

It may well be that centres can eventually offer something of value to managers, governors and parents, but most of them at present have their hands more than full coping with the declared needs of the teachers—let alone the enormous needs implicit in modern staff development.

I find it not only unrealistic but damaging to the dignity of teachers' centres that Bob Thornbury should be asking bodies like the Taylor Committee to "convert the British teachers' centre from a monolithic dinosaur into a progressive education centre".

Teachers' centres deserve a better advocacy than that, and I for one do not believe that their future is in such peril that we need desperately to shop around for extra development.

COLIN NEWMAN,
Warden, Manchester Teachers' Centre,
Joint Secretary, National Conference of Teachers' Centre Leaders.



"Really Bickerstaff, I fail to see how that lot is going to help you through your French Oral."

The long-term benefits of a day-trip to Dieppe

Sir.—One important message from the useful reports on intensive language courses (October 31) is that such courses must be set in a context that has relevance for the learner.

The relevance is there for the businessman who is marketing in Europe; it is there for the linguistically gifted child; but for the rest, and particularly the less able, around whom most of our language teaching difficulties revolve, it is more difficult. For these pupils, a key to motivation may be found in setting this type of language learning in a context of French/German studies leading to European studies (Atlantic/Transatlantic).

Even if only a day trip, or tape links should be an essential ingredient.

An experiment in French studies for pupils considered unable to follow a traditional language course in a comprehensive school with which I was associated, resulted in some interesting developments.

Geography, history, way of life were among aspects studied and the input of language, mainly comprehension, was based on what was being studied in geography, history, etc.

The highlight of the course was a day visit to Dieppe in the summer term. (This was well planned, with preparatory language practice in what might be needed for shopping, eating, finding the way around, etc.) At the end of the year some children were asking to be allowed to "do French properly" and "can't do German too".

The role of language in a wide European studies course has been the subject of much controversy and confusion. At a conference at the centre in July the possibility of short-burst courses in, say, three or four European languages, was felt to be far more relevant in this wide context than a parallel course of survival French. The short bursts might be very short in some cases, merely providing the basis for a brief visit to the country. More important, they would let members of the host country realize that some effort had been made to communicate with them in their own language—a necessary gesture to evoke feelings of kinship among the peoples of Europe.

ELLEN DAFERN,
Programme Organizer,
Centre for Contemporary European Studies,
Sussex University.

Listing lists and the common core

Sir.—Rhodes Boyson (October 17) makes some remarks about a basic curriculum in secondary schools and mentions "English grammar, including parts of speech and the make-up of a sentence. Comprehension, and essays should be set regularly". He also insists that "every pupil covered some 40 books and essays" taken from the canon of classical English literature.

The socio-philosophical bases of his prescriptions is made clear in the sentence: "There is no common culture without a basic literature and without this the country could fall apart."

Although I feel some sympathy for the spirit of Dr Boyson's prescription, I do not hold with the idea. As a practising teacher of English, I do not believe that a simple return to the English syllabus of a generation ago will foster a "common culture" or world society.

I should like to suggest an alternative basic syllabus which might foster an awareness of our national identity, while also encouraging the acquisition and practice of the basic linguistic skills that Dr Boyson so rightly emphasizes.

Great Britain is not a unified entity historically in two respects. The society is the result of a mixing of cultures: Celtic, Roman, Norse, Anglo-Saxon and Norman; each culture having left its contribution to our society and its language and, in the case of the Celtic peoples, vigorous in various areas of the British Isles as a cultural legacy. The history and our language links us closely with Europe; and, politi-

cally, we are now under pressure to consider ourselves Europeans.

These two cultural and social political facts, must be taken into account if we are to use the English language and literature syllabus to foster a "common culture".

I believe, in the spirit of Dr Boyson, that the letter is a vital one. So far as the letter is concerned I would make the *Etymological English Dictionary* the chief source-book for the study of the English language. My syllabus would be based on the study of the history and origins of the English language in such a way as to demonstrate the varied cultural contributions in the making of modern English. The student would be made aware of the historical forces which make him a Briton and give him an insight into the value of the contributions of successive cultural groups.

The historical key to the English language should enable him to understand the problems of spoken and written English. The key to unlock the mysteries of spelling, for instance, and of the vexed question of the relation between dialect and correct English. He would understand why he was being encouraged by educational and cultural prescripts to be bilingual, speaking both a dialect and correct English.

In relation to this issue, I would introduce a history of printing and of the development of a literary language through key figures in English literature from Chaucer onwards. An offshoot would be a study of the growth of the mass media, from newspapers to radio

and television, and the effect this is having on the written and spoken language.

Finally, I would repeat that a consideration of the history of the English language would be a point of reference in every aspect of this syllabus. The radicals from this point could include many aspects of English language and literature: the Greek and Latin bases of the language of science and technology, for instance; the history of verse forms from the ballad to the sonnet. The essay, the comprehension exercise, the précis would be employed as tools to master the materials of this study.

I do not believe that as isolated exercises they have much value. The essay as a classical literary form is beyond the wit of the young; the faculty of comprehension better exercised within a related area of study than in isolation.

By means of pure form the student would be made aware of his cultural inheritance and given a fuller understanding of the potentialities for individual achievement provided for him by our great linguistic and literary heritage, without the need for a separate study of dialect or literary English. The full sense of Dr Boyson's phrase "common culture" might then be realized.

STUART HARRIS,
English Department,
Chesterfield School,
Chesterfield, Derbyshire.

Down to earth with Midwinter

Sir.—It was most refreshing to read Mr Midwinter's sensible, relevant comments on a common curriculum with predominant emphasis on skills rather than on factual content (October 17).

By comparison, Rhodes Boyson appears to assume that the school curriculum has changed little since his youth, ignoring all recent progressive developments produced by a rapidly changing society.

In particular, as a geography teacher, I would strongly disagree with his prescription for the teaching of geography in primary and secondary schools. Dr Boyson suggests that at the primary level "the shape of the British Isles, the positions of towns and industries, the occupations of people" would be covered "in other words a list of facts, to be compiled, memorized and forgotten."

There would apparently be no attempt to encourage original thinking, or the understanding of the facts behind the facts—factors such as the changing shape of the British Isles, the problems facing the internal organization of towns, the reasons for industrial location, or the causes of population migration. All these could be introduced in a simple way, using a variety of methods and a variety of resources.

At secondary level "a thorough grasp of British geography and an in-depth look at Europe should be linked with a basic knowledge of the continents and the major countries." It is recommended that quite sure what a "thorough grasp of British geography" is, but following Dr Boyson's enthusiasm for factual knowledge, it might prove to be an extended list of rivers and mountains, capes and bays, farms and factories, imports and exports. Other static lists would then be drawn up for Europe, Asia, Australia, North America, etc. etc.

Heaven forbid. If we are really to "educate young people, we must surely involve them with the flexible skills necessary to understand our dynamic social and physical environment—the spatial aspects of which are of special interest to the geographer. Controlled project work should be encouraged (rather than "assigned" or optional time) in order to develop student's powers of thinking, reasoning and evaluation of the mass of data available to them.

Mr Midwinter's list of eight relevant topics areas for student involvement must indeed educate children for "life in the participatory democracy and intensely urban conditions of the future", rather than producing the regimented mental deprivation that would surely follow from Dr Boyson's suggestions.

ANDREW KEEBLE,
Head of Geography,
King George V School,
Tarawa, Gilbert Islands.

...and facing the facts with Dr Boyson

Sir.—David G. Smith (November 14), has joined the game, current among some present day educators, who seem to have lost their sense of direction and purpose, of Boyson's thinking. The trouble with Dr Boyson is that he has his feet firmly fixed on the ground rather than his head in the clouds, and his statements are too close to the truth for many of the so-called progressives.

It is easy for Mr Smith to close his eyes to reality, and with cynical, Dr Boyson is trying to put the clock back more than a hundred years. It would be far more useful if you and I asked why the standards of so many who are emerging from our

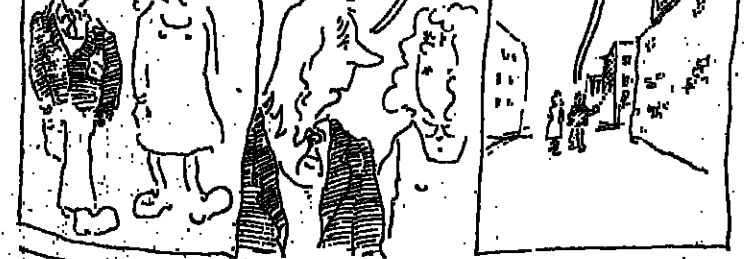
generously endowed education system are so abysmal.

Why is it that the problems tend to be increasing rather than decreasing? Why is it that standards of the basics of the three Rs often leave so much to be desired in an emerging 16-year-old? Why is it that external examinations, university and college authorities and prospective employers are crying out constantly against the woeful, basic academic standards of those who come before them? Why is it that vandalism, classroom assault, truancy and a many-sided failure to secure many young people to be integrated into society are so prevalent today?

As we said in the founding statement of *Radical Education*, our purpose is to oppose this cry. We are proud to stand up and be counted as members of the movement which advocates the radical, socialist view of education so that it should serve the needs and interests of working people and the needs and interests of the old power elites and their educational apologists. *Radical Education* seeks to play a part in giving voice to this movement.

We support the teachers of William Tyndale Junior School; we support the work that Chris Searle has described in *Classrooms of Resistance*; Rhodes Boyson and their fellow St John Steves and their fellow squawkers have nothing to offer the working people of this country. We urge working people to ignore them and turn their attention instead to building socialism, inside as well as outside the schools.

NIGEL WRIGHT and the editorial board,
Radical Education,
86 Eleanor Road, London E8.



"I MEAN, I'M THINKING OF MY FUTURE, AREN'T I?"

"CAN YOU THINK OF A BETTER PREPARATION FOR UNEMPLOYMENT?"

Cost of living

Sir.—In the article on living costs for foreign students published November 7, you quoted the example of the Bradford University charging £21 a week to overseas students as against a home rate of £12. You quite rightly quote the source of your information as the National Union of Students, but I am afraid that their information was completely false as regards this university; the rate is the same.

JOAN BARRASS,
Information Officer,
Bradford University.

Language is the culture, the attitude is the message

Sir.—As a West Indian and a teacher of English in this country for a number of years, I cannot let this opportunity slip without replying to the article "English as she spoke", by Tom Jupp and Celia Roberts, of the National Centre for Industrial Language Training (Extra, October 31).

The article is purporting to portray the immigrant as being totally inadequate to communicate with the host community. This is regrettable. This attitude can store up serious repercussions leading to prejudice, discrimination and loss of job opportunity and promotion not to mention loss of self-respect.

True, there is a small percentage of Asians who have not yet grasped the basics of English, but a clear distinction must be made between them and most of the West Indians in this country whose native language is English, albeit in some cases with slight variation in emphasis and pronunciation.

It is most extraordinary that the National Centre believe that the

teaching of English can be compartmentalized in the way they suggest: "English for the immediate job; English for the simple contract; English for job flexibility and for increased responsibility; English for the individual to communicate about rights and problems, etc." because to put it simply—English is its use.

When acquiring a language one also acquires the social and psychological dimensions of that language, and from the start the second language learner needs to know what the new language is communicating in terms of attitude and cultural heritage as well as surface message. This one can only acquire through greater socialization, rather than isolation.

I fail to see how anyone can attempt to teach a language without simultaneously imparting the culture of the dominant society. This is what we fail to admit. The language is the culture and vice versa.

R. LEE,
3 Knowles Close, Tidings Hill,
Halswood, Essex.

Advise and consent

Sir.—It is surely a remarkable assumption that a teacher should not be sexually or even emotionally involved with a pupil who is above the age of consent. Such involvement has been a common phenomenon in education for hundreds of years—indeed for thousands of years, when one remembers Socrates.

It is certainly wrong for a teacher to exploit or favour a pupil, but it is certainly wrong for a teacher to love a pupil, and is a sexual relationship necessarily "an improper association", as is suggested by the new code of conduct proposed by the National Union of Teachers? There must be thousands of people in the country who have experienced such a relationship, whether as pupils or as teachers or even as both, and have found it to have great value, both educationally and emotionally.

There is a danger that the British public is falling into one of its periodic fits of morality, which is not only a ridiculous spectacle, as Macaulay said, but an unfortunate diversion from the much more serious problems of personal relations in educational institutions.

ANDREW KEEBLE,
Head of Geography,
King George V School,
Tarawa, Gilbert Islands.

We was robbed

Sir.—I am convinced that some 20,000 teachers who were on point 13 of the old scale 2 in April, 1974, have been "robbed" of £143.75 of salary, but nobody will listen to me.

My statement is based on the fact that when these teachers were assimilated into the new scale 2, and they were placed on point 11, the penultimate point on the scale although every other teacher who was not on the maximum of his scale was advanced at least to the next whole incremental point on September 1 last year these teachers were not. They have had to wait 17 months before receiving their annual increment.

I am well aware of what the book says, I want to know WHY? I issue this challenge to Mr Fred Jarvis, general secretary of the National Union of Teachers: "Give me an explanation of why this situation is thought by you to be fair, which will satisfy any fair-minded person, and I will pay £10 to any charity of your choice."

I await with interest any replies or observations, especially those from teachers who fall into this group.

P. ADDIS,
Midlothian,
Spencer Parade, Stanwick,
Wellingborough.

Thornbury and management by Mafia

Sir.—My friend Robert Thornbury is to be congratulated on his short report, "Management by Mafia" (November 7). He deserves our gratitude for revealing the sinister intentions of the management men and for daring to give us such a detailed and unbiased view of their operations.

This fearless exposé of "education's newest secret society" will surely put this mafia to flight and permit our education system to proceed along the time-honoured ways. How ridiculous to suppose that we have anything to learn. What possible point could there be in defining our objectives, in managing our resources or in monitoring our progress.

Fortunately we don't all agree with him. Many of us now realize that "sitting next to Nellie" is neither the best nor quickest way to learn more senior jobs, and that management theorists are also useful insights into the task of running a department, a school or a college. Success in the classroom no longer equals success as a head.

Substantial courses in educational management are now offered by such institutions as Sheffield and Bristol polytechnics, while at the local authority level the pioneering

work of the ILEA primary management studies centre is well known. In half a decade, this centre has developed under the guidance of Mr Vivian Pope, ILEA's staff inspector for primary education, until they now offer a large programme of management courses for senior teachers at various stages of their careers, up to and including headship. These courses are staffed by practising heads, and while firmly grounded in the everyday realities of life in London schools yet contain a good measure of real management training.

The proof of this pudding is certainly in the eating. Management training is now recognized by the ILEA as an essential part of preparation for headship and the centre are asked to organize or initiate similar courses for numerous I.E.A.s and other bodies each year.

Like Robert Thornbury, I oppose "the naive application of management theory to the complex world of the classroom", but I at least am taking an interest in the subject. In showing teachers some ways in which management theory can be of real benefit in our schools.

JOHN BELCHER,
Headmaster,
Rotherhithe Junior School,
London SE16.

Professional perspectives

Sir.—"In what respects does a teacher's professional mandate provide distinctive perspectives for perceiving what is possible in the social construction of educational experience?"

"Do you know? I readily admit I don't, even after 21 years' teaching. Pity then, my junior colleagues who faced this question at 10 am last Monday morning, on an examination paper set by the Open University and called 'School and Society'."

I hope, sir, that you will express your support for teachers of English in their fight against jargon by publishing my letter—with or without comment.

H. W. B. MASSIAR,
148 Outwoods Drive,
Loughborough, Leicestershire.

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The place of politics in the classroom

Sir.—Recent articles and correspondence in the TES on politics in the classroom underline the importance of the work of the Politics Association in advocating a professional and fully thought out approach.

The cause of political education is done great harm by those who carry their political commitment into the classroom without acknowledging the existence of other totally different commitments which have a legitimate claim on the attention of young people.

The difficulty is that too many people, usually radicals, argue that because it is impossible to be completely objective, one might as well create a sort of future society they hope to see.

The arrogance of such an attitude is as staggering as it is frightening. It must surely be the business of every teacher to educate for choice, to give young people the factual and intellectual equipment to enable them to make informed choices when they reach maturity. Teachers like Chris Searle appear to want to make these choices for them.

The attitude of a responsible teacher must surely be to:

1. Teach about society as it is (including the idea that there are many ways of analysing society) and to prepare young people for responsible membership of that society.
2. Show that there are choices which can be made on the directions in

which society may go in the future and to equip young people to make these choices for themselves.

These two tasks fall upon every teacher, not merely on those who teach social studies or related subjects. To say that politics or political attitudes should be excluded is as naive as to suppose that morals or moral attitudes could ever be excluded. With politics, as with morals, the teacher must show his pupils what basic principles are accepted by most of the society in which he lives, and to prepare him to make his own choices in adulthood.

As far as morals are concerned, this will include such concepts as honesty, self-respect and respect for others, and for politics this might include justice, individual freedom, the right of dissent and the rule of law.

If we exclude moral education from our schools, we may create an amoral society—some would say we are already doing so. If we exclude political education we may create a society in which the right to choose is lost for ever. By all means let us be politically committed, but let us be committed to the maintenance of a society in which the right to argue about the future of that society is fostered, so that the next generation can make their choices and not be committed to ours.

The Politics Association, through its publications and their close association with the research project "Programme for Political Edu-

cation", are seeking to establish broad guidelines for teaching politics, not as a separate subject but as an element in much that is taught under other labels. One of the results will be, I hope, an approach which keeps political ideology out of the classroom, but lets political ideologies in.

Graphs, history, way of life were among aspects studied and the input of language, mainly comprehension, was based on what was being studied in geography, history, etc.

The highlight of the course was a day visit to Dieppe in the summer term. (This was well planned, with preparatory language practice in what might be needed for shopping, eating, finding the way around, etc.) At the end of the year some children were asking to be allowed to "do French properly" and "can't do German too".

The role of language in a wide European studies course has been the subject of much controversy and confusion. At a conference at the centre in July the possibility of short-burst courses in, say, three or four European languages, was felt to be far more relevant in this wide context than a parallel course of survival French. The short bursts might be very short in some cases, merely providing the basis for a brief visit to the country. More important, they would let members of the host country realize that some effort had been made to communicate with them in their own language—a necessary gesture to evoke feelings of kinship among the peoples of Europe.

ELLEN DAFERN,
Programme Organizer,
Centre for Contemporary European Studies,
Sussex University.

Sir.—Somewhat belated interest has been expressed by the TES in a difference of opinion between members of the editorial group of *Radical Education* (which is not, by the way, "the journal of the Radical Philosophy Group"—that would be *Radical Philosophy*, Aristotle) which led, in May, to the resignation of Nigel Wright from the editorial group.

The matter is dealt with adequately on page seven of *Radical Education* 4 (25 p plus 10p postage from the address below).

In brief, it concerned the political scope of the magazine; the disagreement was over the political appropriateness of a particular purative article. The details of this discussion are unlikely to be of interest to the general readership of the TES, so we see no point in going into them here.

Questions on which Nigel Wright and *Radical Education* are agreed far outweigh the questions on which we differ. We are living through a time when education is a highly contentious matter. The education service, in common with other social

services, is under economic attack, and simultaneously the most creative and energetic section (apart from the children) within the aggressive teachers—are also under attack from Conservative politicians, from journalists, from a few vociferous "parents" from certain sections of the Labour Party and from sundry other pundits.

growing cry, carefully orchestrated, is "back to the old standards, back to the old ways".

As we said in the founding statement of *Radical Education*, our purpose is to oppose this cry. We are proud to stand up and be counted as members of the movement which advocates the radical, socialist view of education so that it should serve the needs and interests of working people and the needs and interests of the old power elites and their educational apologists. *Radical Education* seeks to play a part in giving voice to this movement.

We support the teachers of William Tyndale Junior School; we support the work that Chris Searle has described in *Classrooms of Resistance*; Rhodes Boyson and their fellow St John Steves and their fellow squawkers have nothing to offer the working people of this country. We urge working people to ignore them and turn their attention instead to building socialism, inside as well as outside the schools.

NIGEL WRIGHT and the editorial board,
Radical Education,
86 Eleanor Road, London E8.

Sir.—Rhodes Boyson (October 17) makes some remarks about a basic curriculum in secondary schools and mentions "English grammar, including parts of speech and the make-up of a sentence. Comprehension, and essays should be set regularly". He also insists that "every pupil covered some 40 books and essays" taken from the canon of classical English literature.

The socio-philosophical bases of his prescriptions is made clear in the sentence: "There is no common culture without a basic literature and without this the country could fall apart."

Although I feel some sympathy for the spirit of Dr Boyson's prescription, I do not hold with the idea. As a practising teacher of English, I do not believe that a simple return to the English syllabus of a generation ago will foster a "common culture" or world society.

I should like to suggest an alternative basic syllabus which might foster an awareness of our national identity, while also encouraging the acquisition and practice of the basic linguistic skills that Dr Boyson so rightly emphasizes.

Great Britain is not a unified entity historically in two respects. The society is the result of a mixing of cultures: Celtic, Roman, Norse, Anglo-Saxon and Norman; each culture having left its contribution to our society and its language and, in the case of the Celtic peoples, vigorous in various areas of the British Isles as a cultural legacy. The history and our language links us closely with Europe; and, politi-

cally, we are now under pressure to consider ourselves Europeans.

These two cultural and social political facts, must be taken into account if we are to use the English language and literature syllabus to foster a "common culture".

I believe, in the spirit of Dr Boyson, that the letter is a vital one. So far as the letter is concerned I would make the *Etymological English Dictionary* the chief source-book for the study of the English language. My syllabus would be based on the study of the history and origins of the English language in such a way as to demonstrate the varied cultural contributions in the making of modern English. The student would be made aware of the historical forces which make him a Briton and give him an insight into the value of the contributions of successive cultural groups.

The historical key to the English language should enable him to understand the problems of spoken and written English. The key to unlock the mysteries of spelling, for instance, and of the vexed question of the relation between dialect and correct English. He would understand why he was being encouraged by educational and cultural prescripts to be bilingual, speaking both a dialect and correct English.

In relation to this issue, I would introduce a history of printing and of the development of a literary language through key figures in English literature from Chaucer onwards. An offshoot would be a study of the growth of the mass media, from newspapers to radio

and television, and the effect this is having on the written and spoken language.

Finally, I would repeat that a consideration of the history of the English language would be a point of reference in every aspect of this syllabus. The radicals from this point could include many aspects of English language and literature: the Greek and Latin bases of the language of science and technology, for instance; the history of verse forms from the ballad to the sonnet. The essay, the comprehension exercise, the précis would be employed as tools to master the materials of this study.

I do not believe that as isolated exercises they have much value. The essay as a classical literary form is beyond the wit of the young; the faculty of comprehension better exercised within a related area of study than in isolation.

By means of pure form the student would be made aware of his cultural inheritance and given a fuller understanding of the potentialities for individual achievement provided for him by our great linguistic and literary heritage, without the need for a separate study of dialect or literary English. The full sense of Dr Boyson's phrase "common culture" might then be realized.

STUART HARRIS,
English Department,
Chesterfield School,
Chesterfield, Derbyshire.

Heaven forbid. If we are really to "educate young people, we must surely involve them with the flexible skills necessary to understand our dynamic social and physical environment—the spatial aspects of which are of special interest to the geographer. Controlled project work should be encouraged (rather than "assigned" or optional time) in order to develop student's powers of thinking, reasoning and evaluation of the mass of data available to them.

Mr Midwinter's list of eight relevant topics areas for student involvement must indeed educate children for "life in the participatory democracy and intensely urban conditions of the future", rather than producing the regimented mental deprivation that would surely follow from Dr Boyson's suggestions.

ANDREW KEEBLE,
Head of Geography,
King George V School,
Tarawa, Gilbert Islands.

Read again, as dispassionately as you can Mr Smith. Dr Boyson's article and his many other writings. Face the facts and don't be blinded by those who now have such a great vested interest in propagating muddled-thinking and in the process undermining completely our national educational standards.

Sport

Schools get call for help from Montreal Ted

by Stanley Levenson

All pupils in the United Kingdom are being invited to take part in a project which has the double aim of raising money for the British Olympic Games next summer and for schools sports equipment.

Information and promotional material began popping through the letter boxes of 29,180 primary and secondary schools last week. Centrepiece of the enterprise is "Montreal Ted", a teddy bear mascot.

The schools are being asked to do something quite familiar to them—sponsored walks, runs, swims, silences, pie eating etc. They keep half the proceeds and the rest goes to the British Amateur Athletic Board training fund.

Personal and school incentives, in addition to the 50 per cent share, are being offered to stimulate support. All entrants will get a Montreal Ted lapel badge. Those who raise £5, £10 or £20 will get bronze, silver or gold certificates; those who raise more than £20 will also be given a free T-shirt, naturally with the Montreal Ted motif.

The school which devises the most

novel, amusing and lucrative fund-raising activity will receive £100 and there will be a special prize for the boy or girl who raises most money.

Lillywhite Frowd, the sports goods manufacturer, is to give special discounts on equipment bought by schools taking part in the campaign which runs until the end of February.

Miss Marea Hartman, treasurer of the BAAB, says that the promotion "provides schoolchildren of all ages and all abilities with the opportunity to become interested and involved in athletics. It involves them in competition with each other and with other schools."

"From the point of view of the schools I am confident that they will echo our welcome for the scheme as a practical and useful means to boost hard-pressed funds without needing to rely on outside support."

Although Montreal Ted would seem to cut across general Olympic fund-raising projects, he has the support of the British Olympic Association.



Rugby boys beat all on W. Indies tour

by Asif Khan

A rugby football team from Dunsmore School for Boys, Rugby, returned last week after a successful tour of Trinidad and Tobago.

In two weeks the boys, aged 15 and under, played six matches and won them all. These included three "tests" against the island's combined teams of under-15s.

The 22 players and three teachers went to the Caribbean at the invitation of the Trinidad and Tobago Schools Rugby Union. The party was led by Mr Frank Hodgson, who retired in July after 18 years as head of the school.

"It was a wonderful tour", he said. It started as an invitation to play rugby football, but it was also a tremendous community relations exercise.

The team was captained by Gary Marlow, aged 15, a fly-half, who is also the school's age group cricket captain and plays cricket for the Warwickshire under-15s.

The tour also included Mr Wyn Morris, former head of physical education, and coach to Warwickshire, and Mr David Owens, who teaches physical education and geography.

The tour was suggested by representatives of Trinidad and Tobago at an international conference for the young at Rugby School, Dunsmore School beat Bala School, Coventry.

About half the cost of the tour was borne by the players. Donations were received from individuals and firms as well as the Commonwealth Relations Commission. The Trinidad and Tobago Schools Rugby Union arranged digs and provided transport. The school also raised money through efforts like sponsored walks.

Mr Hodgson, who established Dunsmore School—the first only bi-lateral school in England—guided it to many a domestic and athletic success. He found the standard of school rugby in the island surprising.

The tour had great educational value for the English boys. "I have learned a tremendous amount of geography, history and natural history."

22/23

Danilo Dolci on his experimental school

24

Landscape gardens

25/28

Books: education; sociology; literature; geography textbooks

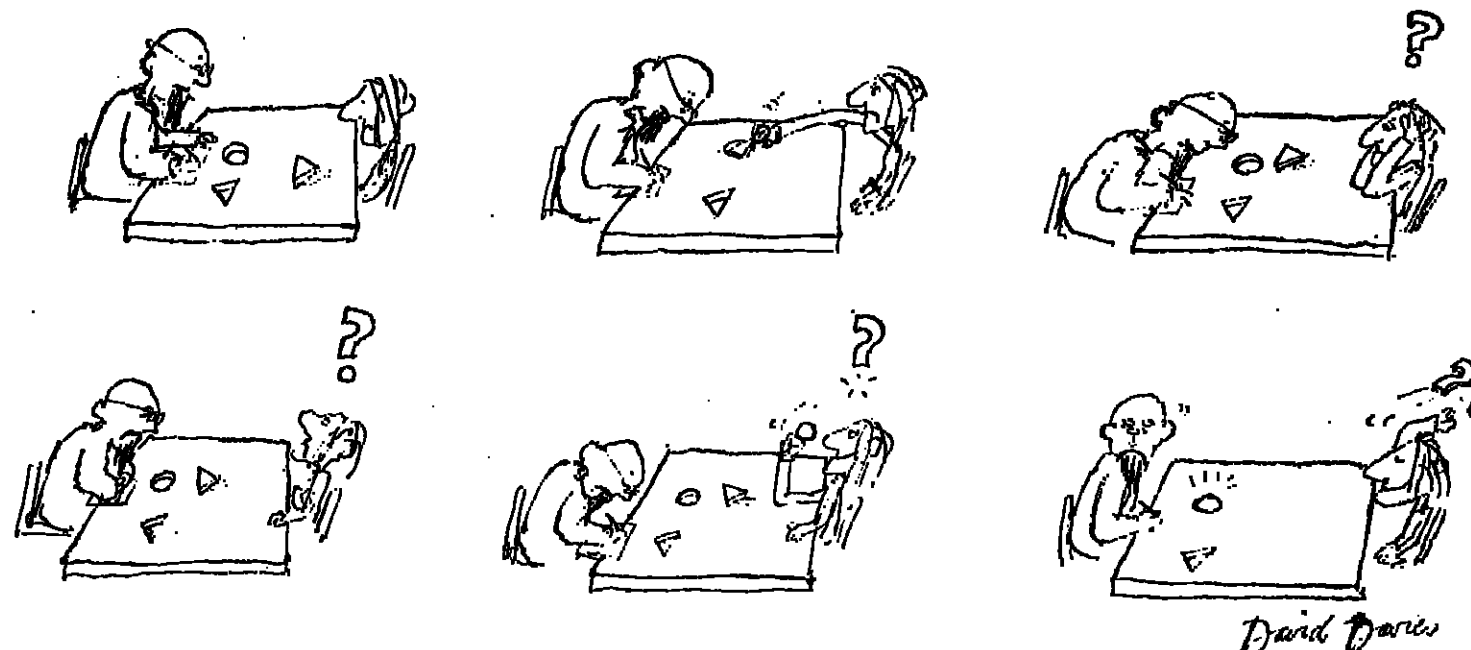
29/30

Resources: project packs; photography

35

Talkback: pupil perspectives

In sickness and in health



David Davies

Sheila Wolfendale and Trevor Bryans suggest a wider, more interventionist role for the educational psychologist

Stars in the making

Schools, clubs and federations have been asked to nominate boys and girls for a scheme which has been designed to produce sports stars.

From next month the West Midlands Sports Council will collaborate with Tarmac, a Wolverhampton-based firm, to coach 140 youngsters in four sports which are considered to be in greatest need of promotion and sponsorship.

Forty-four boys will take part in hockey at the West Midlands College, Walsall; 32 girls will receive coaching in gymnastics at George Salter High School, Sandwell; 32 mixed pupils will get tuition in badminton at the Leasowes Community Centre, Halesowen, and 32 pupils will attend Highfields School, Wolverhampton, for table tennis coaching.

Life's goals

Young people should set themselves goals to achieve in life, said C. G. Cowley, Labour Member for Kent and Dover, at the annual Kent County Council Sports Day, Canterbury, on Saturday.

But the problem about winning prizes is that "you've got to be able to do it."

On December 6-7 the ESBA are staging their inaugural under-14 championships at Stoke Mandeville.

Badminton tournament may switch to Bristol

The latest casualty of the Dr Herrema kidnapping is the quadrangular schools badminton tournament which had been arranged for Cork next February. The English and Scottish organizations will not be sending teams. If the Irish agree, however, it is hoped to switch the tournament to Bristol.

Mr David Milford, secretary of the English Schools' Badminton Association, says his executive decided unanimously but with regret not to go to Ireland.

"We dare not take the risk, however small, with other people's children", said Mr Milford, who teaches at the Ernest Bevin School in Tooting, London. "Maybe we are being over-cautious but we cannot be too careful."

The Irish had been aware, since the venue was fixed earlier this year, that there was a possibility of this type of reaction.

In brief

Work to do

Essex County Council are to set up a work camp at East Mersea, near Colchester, to accommodate 50 of the county's unemployed young people. Youngsters will not be paid for their work at the site, used by schools and for an annual international camp, but will receive free food and accommodation. The scheme which, it is hoped, will begin next month, is likely to cost £5,000.

Back to 3000 BC

A site at Little Oakley, between Colchester and Norwich, is being excavated by sixth-formers from Colchester Royal Grammar School. A Roman village once stood there, but evidence suggests the site has been inhabited since 3000 BC.

Bell tolls again

For the first time since 1939 people living in East Colchester can hear the bell of Wilson Marriage Secondary School, which had been restored to mark European Architectural Heritage Year.

Law at Norwich

The University of East Anglia in Norwich is planning to start a school of law. A spokesman for the University Grant Committee said they were seeking support. The school would take 50 undergraduates in October, 1977.

Wanted: foster parents

An all-out drive to encourage suitable couples and families to act as foster parents is being promoted by Surrey County Council's social services department.

Going independent

The Royal Grammar School, Newcastle upon Tyne, have decided to go independent. Pupils admitted after next July will not be eligible for remission of fees although the governors hope to introduce a similar scheme to enable boys whose parents cannot afford the full fees to come to the school.

Science awards

Two leaflets, *Total Technology* and *Industrial Studentships*, are the first in a series, describing the various schemes of Science Research Council awards. Copies may be obtained from the Total Technology Office or the Service Unit for Grants and Awards, Science Research Council, State House, High Holborn WC1R 4TA.

Turner exhibition

An exhibition of Turner's watercolours is being held in the Adene Gallery of the Fitzwilliam Museum, Cambridge.

Road safety

More than 120,000 copies of the new leaflet *A Lesson for Life* have been circulated in Surrey by the county council's road safety staff in support of the latest national campaign aimed specially at young children.

Seal of approval

The sixth edition of *British Qualifications*, has just been published (Kogan Page, £8.50. ISBN 85038 281 5). Compiled by Barbara Priestley, the book is a comprehensive guide to the full range of qualifications, from CSEs to membership of the Illuminating Engineering Society.

People



Mr P. W. Martin, head of Warwick School since 1962, has been chosen president of the Headmasters' Association for next year.

Mr Tom Rees, deputy director of the Runnymede Trust, has become director.

Mr C. B. Brewington, deputy director of Trent Polytechnic, is to be director of the new Dorset Institute of Higher Education.

Mr Michael Thompson, vice-chairman of the Incorporated Association of Preparatory Schools, has been elected chairman. He is headmaster of Bedford Lower School.

Mrs Doris Holden is to be headmistress of Heathfield School, the LEA's first boarding school for autistic children.

Rational psychologists are expected to play many different roles. They have to assess children, diagnose and treat behaviour disorders, consult teachers, give careers advice, counsel parents, liaise with other services, advise on special educational placements, take part in case-conferences and surveys. But the hard core of the work is assessment and advice about individual children.

The educational psychologists' training, of three or four years' grounding in psychology, followed by varied teaching experience of at least two years and postgraduate training, a unique in the education service. However, many of the 650 educational psychologists feel that their training is not fully acknowledged or utilized in a local government setting, and that this is in the long run detrimental to the community.

The tripartite model of a child guidance clinic staffed by psychologists, psychologists and psychiatric social workers, as proposed in the Underwood report of 1955, is now being implemented in a multi-disciplinary assessment team, which would consider the needs of children who had been made the subject of care orders. The Social Services Act of 1970, which incorporated children's departments into wider social service departments, laid an increasing emphasis on community care, and a wider use of personnel, including educational psychologists.

Recent Acts of Parliament and Government circulars can have done little to reduce these dissatisfactions, for all the legislation adds greatly to the demands on the educational psychologist. The Children and Young Persons Act (1969) called for greater involvement by educational psychologists in a multi-disciplinary assessment team, which would consider the needs of children who had been made the subject of care orders. The Social Services Act of 1970, which incorporated children's departments into wider social service departments, laid an increasing emphasis on community care, and a wider use of personnel, including educational psychologists.

These two Acts make explicit the involvement of educational psychologists. It is now clear that involvement in assessment and advisory work with children in assessment centres, children's homes, and other social services institutions is specialized and time-consuming. Educational psychologists, with their knowledge of both normal and special schools provision, quickly become key members of the assessment team. There is now a clear need for the school psychological services to second personnel to social service liaison work.

The Education (Handicapped) Act of 1971 required that all severely subnormal children must be educated, and the provision of adequate educational services for them became the responsibility of LEAs. The educational psychologist is uniquely equipped to assess and place children with a wide variety of mental handicap and learning difficulties. In March a circular was issued, by the Departments of Education and Science and Health and Social Security—*The Discovery of Children requiring Special Educational Provision*—early 10 years on. But they need to be reappraised in the light of general

developments in the past decade, mainly in terms of legislation and the implications of subsequent reports and surveys. Current restrictions on local government spending must also call for reappraisal of resources and deployment of personnel in all supporting services.

The Summerfield report also endorsed the tripartite model as the "background against which all educational psychologists should work". Yet psychologists in their evidence to Summerfield, expressed dissatisfaction, centred around "feelings of isolation, pressure of the work load, shortages of staff... lack of opportunities for research or reflection on the nature of the work being undertaken, together with doubts about the quality and usefulness of some of it... difficulties of collaboration, and... misperceptions of role and prerogatives of communication and administrative colleagues".

Recent Acts of Parliament and Government circulars can have done little to reduce these dissatisfactions, for all the legislation adds greatly to the demands on the educational psychologist. The Children and Young Persons Act (1969) called for greater involvement by educational psychologists in a multi-disciplinary assessment team, which would consider the needs of children who had been made the subject of care orders. The Social Services Act of 1970, which incorporated children's departments into wider social service departments, laid an increasing emphasis on community care, and a wider use of personnel, including educational psychologists.

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vide a fresh statement of what is involved in discovering which children require special education and in recommending the form it should take. A look at the improved series of forms issued make it clear that the educational psychologist is regarded as a key figure, playing a major part in the new procedure.

Inevitably, psychologists' involvement with special education varies a great deal between LEAs. Children in special schools deserve as much attention as possible from all support services. Both the Education (Handicapped) Act and Circular 2/75 call for a more detailed and longer term involvement from educational psychologists with educationally sub-normal and maladjusted children. This move is not only towards diagnosis and discovery of individual learning and behaviour difficulties, but also towards follow-up observation and advice. In practice, this could mean designing and piloting language, perceptual-motor and management programmes with teachers.

The Bullock report, while rarely singling out educational psychologists over and above other local educational personnel, in some of its recommendations paves the way for greater psychological involvement, notably in screening, and in early identification of reading, language and learning difficulties. It may well be that the educational psychologist is the professional best equipped to devise procedures, carry out the monitoring of their use, and the analysis of the results always in consultation with colleagues. To implement the Bullock recommendations we need personnel who can combine teaching experience, an understanding of factors governing and affecting development and learning, knowledge of test construction, and experience in research methodology and experimental design.

The most recent DES/DHSS thinking on the role of the educational psychologist comes in Circular 2/74 on child guidance, the aim of which was to give advice to local authorities and health authorities on the provision and organization of child guidance, especially in view of the impending National Health Service Reorganization Act and local government reorganization, which took place in April, 1974.

The circular comments on the evolution and provision of the four related services—school psychological, child psychiatric, child health and social work. It sees the four "as constituting a network of services each having its own independent organization and functions and its own premises in the community, but having joint working arrangements for dealing with those children and their families whose problems call for a combined approach by more than one service."

This circular has given psychologists in education an independence of function they have long desired. For the first time they are administratively answerable to directors of education rather than to medical directors of child guidance clinics. However, all the changes in local government policies over the past few years have added to their workload. Yet there has never been the increase in staffing which Summerfield recommended. Furthermore, in the light of increased demands, the staffing ratio of one psychologist to every 10,000 schoolchildren, as recommended by Summerfield, is now a serious underestimate. Financial restrictions make staff increases unlikely.

Requests for the services of educational psychologists are coming now from more sources in the community than ever before. They have traditionally reacted as soon as possible to all referrals. However, the increased number of referral sources could dilute the practice into a placement, ad hoc diagnostic service.

It is difficult for educational psychologists to decide which demand on their time should have priority. One solution would seem to be for psychologists to expand their advisory role by in-service training of teachers and others concerned with children. Many testing skills, for example, which are traditionally monopolized by psychologists, could be learned by teachers, thus relieving pressure over routine referrals of children. This is already happening in some areas.

It may be more effective, in terms of matching educational curricula to the developmental, learning and emotional needs of all children, to involve educational psychologists far more in the design and evaluation of learning. It is often alleged that large-scale curriculum and research projects undertaken by the National Foundation for Educational Research and the Schools Council remain remote and irrelevant to the local scene. Educational psychologists, with their research background, could be given the responsibility of developing and assessing these for specifically local purposes.

Psychologists should be moving away from time-consuming clinical/remedial practices of dubious long-term value, towards a kind of intervention in the educational process which aims to give children the kind of caring, stimulating learning experiences they deserve. If and when this comes about, fully individual assessment by psychologists of a highly specialized and detailed nature can then be reserved for those cases posing special or extreme difficulties.

Sheila Wolfendale and Trevor Bryans are educational psychologists in the London borough of Croydon.

COURSES

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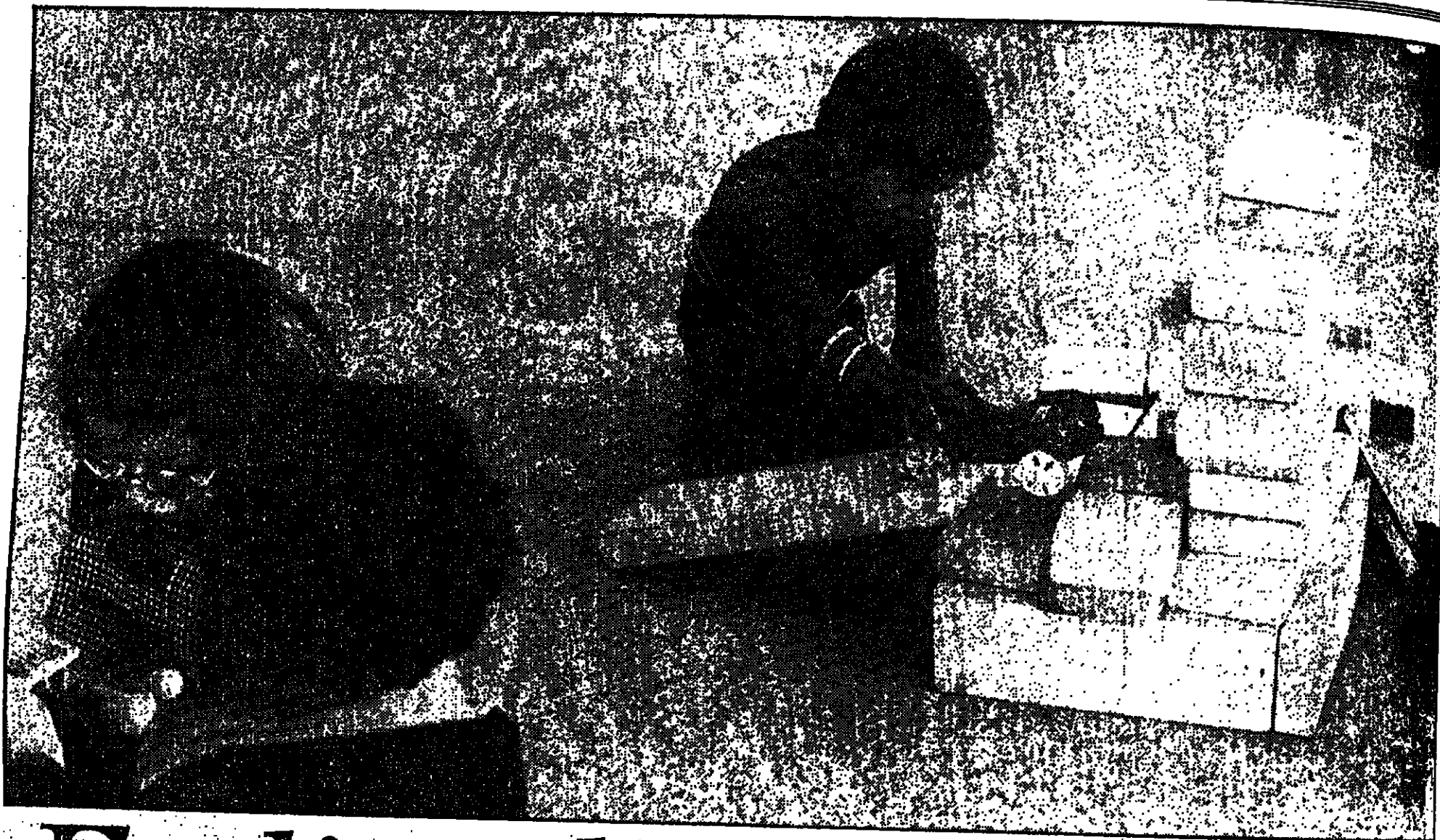
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Feeding hungry minds

Through his work as a social reformer involved in the people's fight against the Mafia in Sicily, Danilo Dolci has become a widely respected international figure. He has now written for the TES a description of his most recent project, an experimental school for children of the peasant community in Partinico.

I hesitated before accepting the invitation to write about our latest experiment at the education centre at Mirjo in Sicily. During the last six years we have held many seminars to look at the various aspects of the experimental work we are now engaged in at the centre. But it was only at the beginning of this year that we managed to develop our enterprise on a more permanent and organic basis. I went here to show what the major difficulties were, and how we are seeking to overcome them. (In writing about the centre I want to make a distinction between the words "to educate" from the Latin, *educare*, and "to teach" from the Greek, *didache*, to make a mark or sign.)

We began with children of five or under, though we are now taking six-year-olds. Altogether we have 30 children and six educators. As we grow, our experiment will include children of both sexes up to about 14 years old. There is no discrimination of any kind in our selection of children. Generally they come from poor families, or from families with whom we have previously worked on certain ideas about education. Others are suggested to us by a local committee, in an informal but responsible way.

At first the families saw the centre as little more than a day-care "asylum" where their children could be left for a few hours a day, taking them off the streets and perhaps even teaching them something useful.

Our aim is to show how initiatives of this kind can produce real grass-roots self-analysis, through the involvement of the children and families. In doing this we always keep an eye on changing relationships, both within families and in their dealings with the outside world.

Such a process of democratic involvement provides a lever to use against the Mafia and

against fascism. This is precisely what happened over the construction of a dam in Partinico. When the farmers, against strong opposition, organized themselves democratically to take control of the water, they were able to get out of the parasitical position in which they found themselves when the Mafia were in control.

Our aim is to find out and develop together with the children their deepest interests, transforming their natural curiosity into a method of inquiry and discovery. We want to create a form of "maieutic" environment, in which we each become midwives to the other, bringing out latent ideas into clear consciousness. We also are trying to experiment in the neglected field of non-violent action and to make careful assessments of our work.

Mirjo is near the mountain of Partinico, with grounds of some eight hectares. The area can be seen from the centre. During most seasons it offers the children direct contact with flowers, plants, animals, earth, sand and the water of the stream near by. The children are intensely fascinated by the very few weeks. It would be interesting to find out the deeper cause of this particular fascination.

In order that they can travel to Partinico, we have to organize the children's transport by shuttle-bus. At present the bus travels for 10 minutes along a bad road, which the Sicilian regional government have pledged to improve. But this apparent drawback provides us with a chance to meet the families: we have to work out with them where and when the bus should stop on its journey to and from the educational centre.

The construction of the centre had been discussed at grass-roots level during the preliminary and at each subsequent stage, by the

use of drawings and models. The result was remarkably good for educational purposes, but the reinforced concrete (which we had to use because of the possibility of earthquakes) caused excessive noise in the building and gave it an unfortunate solidity which could have been avoided. When we start building again on the other side of the stream, we shall try to overcome these defects.

Our beautiful small amphitheatre, which seats more than 600 and has a splendid view of the whole valley, has proved very useful. It was constructed from the mountainside itself, the tiers being cut into the marble—a material we only discovered after work had started and the topsoil had been removed. The valuable water-mill which already stood on the site will shortly be restored for use; at present it is used as a house for the gardener and as the storehouse for agricultural implements.

The simple furniture—such as small, adjustable work desks—was made entirely by local artisans to the right scale for use by little children. Since we wished to set up a distinctly anti-Mafia, anti-fascist educational centre, with the help of friendly groups, we had to find the money to pay the costs of construction. Should the experiment have the option of choosing our own methods and educators, who will be financed by the state.

The educators, who have previously been in contact with the children and their families, each begin with a small group of five, six or seven youngsters, which eventually develops into a larger group. This is to allow a close relationship to develop from the start between educator and child.

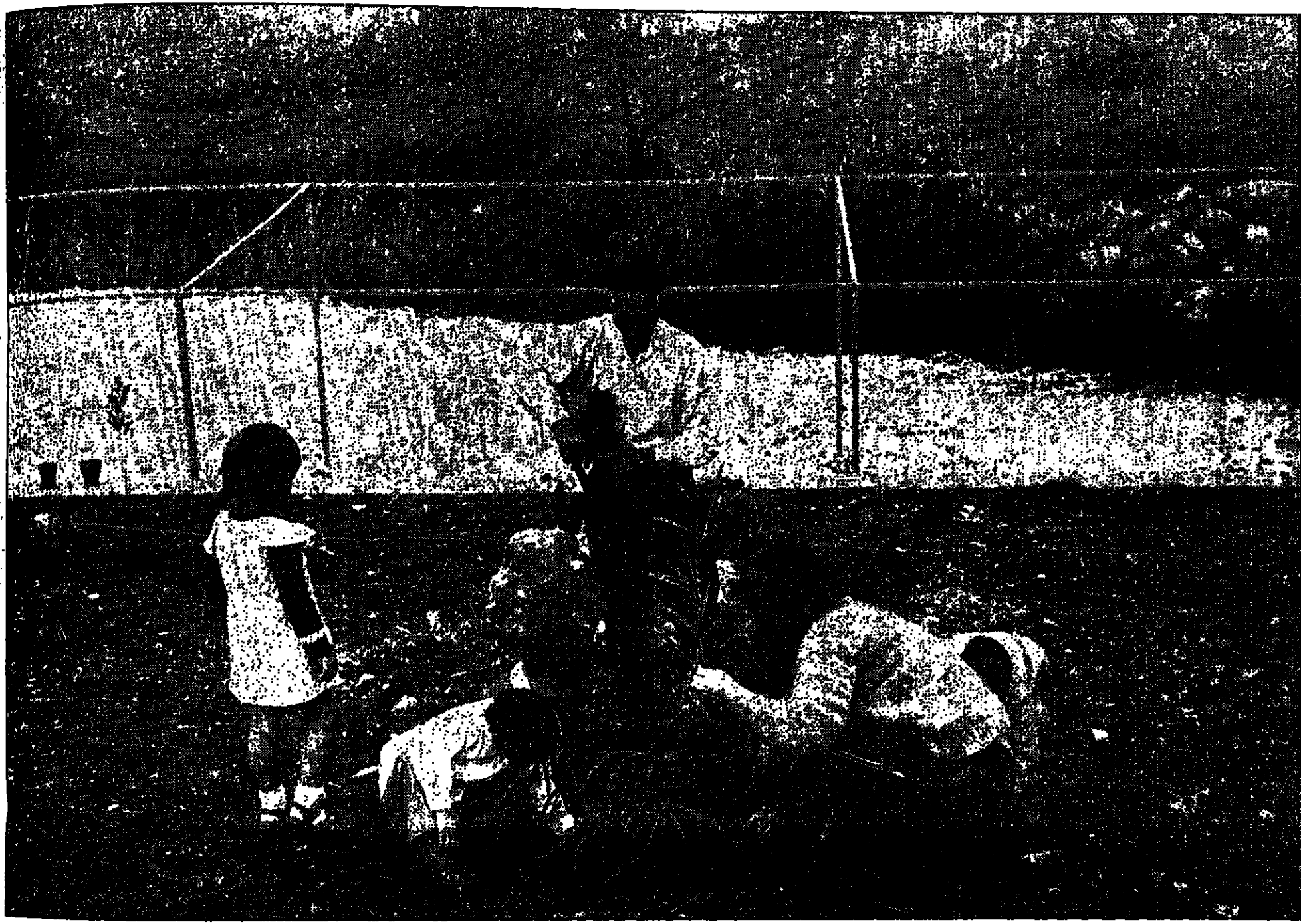
At first, the child arrives with some member of the family, usually the mother, to avoid the trauma of separation which can often be so harmful, especially among the

poor. The child gradually explores its new environment, becoming increasingly interested in the surrounding objects as well as the other children. He or she comes to feel it as an extension of the family setting. The adult is seen not as a stranger suddenly taking the place of near ones, but as a trusted friend of the family. Mother is there to begin with, helping in the educational centre; she will stay at home only when it becomes quite natural to do so—usually after about a fortnight. We have realized that in the second year a shorter period is adequate, because by then the children talk to each other in the streets.

It is important to emphasize that every child comes only if he or she wants to. Where a parent is over-protective or when other difficulties arise, the child is given special attention with the help of a psychologist. It is obviously important for some of them to have paediatric care. This may seem an expensive and time-consuming way of starting children at school. Nevertheless, we feel that the decision to allow children to be involved in understanding and making their own decisions could have a profound effect on the whole educational process.

Each morning, the educator asks all the children in turn what they would like to do that day. This usually takes about 10 minutes or half an hour at most. If, after everyone has had their say, there is disagreement about the choice of activity, the discussion continues until a solution is found which everyone, including the educator, is happy with. The experience of reaching decisions in this way, of learning to modify and control one's own demands to those of others, and of learning to plan ahead, both personally and in a group, is of value to everyone.

Inevitably, there are risks in this method: the procedure may become a mere ritual, especially if the educator doesn't fully understand the process. It is also perfectly natural



The first intake at Partinico:
(left) in the
new building; (above) with Dolci
in the grounds

for the children sometimes to grow tired of working on some topic or activity, even if they have chosen it themselves. But for those who say it is impossible for children of four and five to understand enough to deal with such structural problems, I offer this incident. A little girl, returning home on the bus one afternoon, had a sudden illumination, and said to her friends: "But the Mirjo Centre is ours!" "Of course it is", some others replied. "Well then", the child continued, "there some thought, why does my sister's school belong to the directress?"

We must be careful not to create myths about the condition of the children or of the adults. We place a high value on the resources of the local culture, but try to avoid some of the deschooling proposals, which often seem to be rather improvised, though they are useful for breaking windows through fresh air is needed. Tolstoy, a century ahead of his time, held sincere if romantic views about the minds of young peasants. But at least Tolstoy was able to make his own experiments with the children, and to develop autonomy, both in research and in making, on the basis of communal decision-making, if we can steer clear of the dispute between authoritarianism and anti-authoritarianism.

The children are naturally attracted by the countryside. While they spontaneously discover the flowers, trees, rocks, snails and so on, the adult educator tries to find ways of deepening such observations. What is different, what is the same about this tree and that one? In this way, the children discover that no one day is like another: one flower like another; no single petal like another; but, at the same time, that every flower has a base, everyone has two eyes, every almond-blossom has five petals. This method

of observation offers them a lively, poetic route to the concept of abstract number.

Local games are thoroughly analysed by the children, who decide which are the most interesting and rousing, which the most sterile and repetitive. Among the materials available, those found and brought in by the children have the most notable success.

The children have the use of two small houses made by a local artisan to resemble the houses of the area: a small wash-basin; and little beds to play with, or to sleep in when they are tired. There are also two small, battery-operated sewing-machines, made in such a way that the children don't harm themselves; a carpenter's bench; materials to paint with; modelling clay; pieces of wood, cut to varying size, which can be arranged and rearranged in the carpeted area; and materials for associative sense-experiences.

If some children show curiosity about the trees emerging from the lake created by the dam, someone who participated in the actual building of the dam, is brought in. They will then get the children themselves to try to achieve a similar process with the stream. The story will be told of how the big dam, which once did not exist, was finally brought into being. The children then experiment among themselves, though on a much reduced scale, to learn how a dam might be made.

We have started singing together. Songs for children are generally far more didactic than musical, and the local songs are beyond the scope of children's voices. The existing musical literature designed for infants, such as there is, often has characteristics which are too remote from the children's own culture, as for example Kodaly's Hungarian canon. So we attempt to compose our own, more appropriate music.

No great urgency is felt about reading and writing. As the children's interest succe-

sively deepens and organizes itself, so it becomes easier for them to develop these skills. Although the national language is used, dialect is not excluded, particularly early on. Learning a few songs in other languages can help children's phonetic abilities.

Gradually, a group of educators has been formed—by elective affinity so to speak. Some had participated since the beginning in the centre's work, in which efforts had been made to allow people to assume responsibility for their lives, to be alert to questions of quality, and to value local culture while opening it up to the best that exists elsewhere.

Apart from the work itself, everyone undergoes training. Discussions are held twice a week, on method and on ways of solving difficulties. Once a month the meeting coincides with that of the council, which is made up of all those involved in the centre's work. At this meeting the fundamental issues affecting the development of the area are discussed.

Daily records are kept: these chart the progress of individual children and predict their likely development. Care is taken that all meetings between adults, as well as those with the children, allow for a discussion of the potential of everyone present. We are trying to raise the critical faculties of everyone, including the educators.

Seminars on the various disciplines are arranged as the need arises. Relations with other schools are on an informal basis, through teachers' contacts, through the institutes of pedagogy and psychology at Palermo University and in particular through meetings at the training centre at Trappeto.

There is no lack of educators willing to gain qualifications in their work, while unpaid voluntary assistants are at the same time assimilated into the groups. But we need to take care that the assistants do not work

against the principles of our method. On the other hand, the educator needs to be aware of and be able to evaluate the creativity of the assistants. Once assistants have proved their worth they become educators.

The chief difficulty lies in the training of ourselves, the educators. Coming as we do from traditional schools, we have had to unlearn and re-discover a great deal. There are some things we find particularly difficult:

- To be able to see the world through the children's eyes.
- To participate in the group life of children, and yet to remain detached in order to develop our powers of observation.
- To document progress in a really scientific way, and not merely to keep descriptive diaries. (Even the person driving the bus takes notes on the reactions of families and their children during the journey.)
- To overcome difficulties of communication and reach a state where reasonable criticisms can be made candidly.
- To balance our own creativity with that of the children.
- To achieve the necessary self-control (giving individual attention to each child naturally becomes tiring; smoking is forbidden in the educational centre).
- To know how to integrate within the group of educators basic attitudes and competences.
- To overcome the exhaustion of much of the work. Besides work at the centre from 8 am to 4 pm, there is a great deal of preparation of material, personal reflection, documentation, finding out about experiments elsewhere, attending meetings, and visiting families.
- To work in such a way that hypotheses, theory and practice mutually interact with one another. We want to employ methods that are scientific, while retaining a freshness of imagination for each encounter—above all for those with the children.

TRUE TO ITS TITLE

B. S. Roberson

Geography in Education. By Norman J. Graves. Heinemann Educational Books. £5.50. 0 435 35310 1. Paperback £2.25. 35311 X.

This book has a clear and pithy title. Much of it is concerned with an attempt to relate school geography to current ideas in educational theory. It succeeds in doing this.

The opening chapters consider the historical development of geography as a subject, and will be familiar to those who took this as an undergraduate option. There follows a summary of the growth of geography as a school subject in the United Kingdom. Fairgrieve is rightly given a substantial place. His memory would be less green if his work had not been published and developed by his successors at the London Institute, Scarfe, Honeybone and Long, of whom no mention is made. Few contemporaries, either, would omit the work of the Garnett sisters in furthering the Fairgrieve tradition. The growth of field work over this period is virtually dismissed in a phrase: "the vogue for field work reached its climax in the 1960s".

The next chapters relate geography to knowledge as a whole, and lead, via an analysis of the aims of geography in education to a detailed consideration of recent developments in curriculum theory. This is illustrated by the American High School project and the two geography projects of the Schools Council. Much curriculum theory today appears to analyse the mechanisms of curriculum change, and to identify various desirable processes. It does not offer a touchstone for the essential value judgments about what is to be taught—a matter which is at present decided on a somewhat ad hoc basis by the subject committees and examining boards, and the teachers concerned. There are two chapters which relate psychologists' ideas to geography. In effect the perception chapter looks carefully at the processes which precede children's understanding of the subject, and light is thrown on the nature of their difficulties. The conceptualisation chapter mainly relates geographical notions to the work of Piaget and Gagné. Much of this part, as elsewhere, is illustrated by summaries of hitherto unpublished research theses. In the short chapter on evaluation the suggestion is made that something more than academic competence should be included in assessment.

This book is true to its title, and is fundamentally theoretical. Herein lies the dilemma of the educationist today. He must analyse and advance ideas in his own field, but few are of immediate value to the practising teacher, still less to the student in training. This book is as far from teaching geography in the classroom as some educational theory is from schools. It will little help the harassed teacher at "Duckgate Commons" to cope with his problems, but it may assist him out of them and into a Headship.

Mathematics for Geographers and Planners. By A. G. Wilson and M. J. Kirkby. Oxford University Press. *Contemporary Problems in Geography* series. £6.75. 0 19 8740220. £3.00 paper. 8740239.

A book such as this has been needed for some years, and few would quarrel with its style, content, or plan. It sets out to provide an understanding of the mathematical basis of modern geography, and it does this clearly. The emphasis is on how to read mathematics in a language, and as with other languages, much practice is needed. The steady change from simple to more elaborate ideas would be approved by mathematics teachers as well as geographers.

The problem is its level of use. The preface suggests the book is aimed at the student whose mathematical education stopped at O level. In a sense this is sound: the good O level mathematician could grapple fairly adequately with Part One, the first five chapters. These cover the basics of elementary algebra, co-ordinate geometry, matrix algebra, and calculus, as required in geography today. To cope with Part Two, which deals with more advanced matters, an A level mathematical maturity would be useful if not essential.

TIE-DYE AND TEXTILES

Tie-dyed Paper by Anne Mello (Mills & Bown £3.75 0 263 656104) is a rare gift to the art teacher. It provides an almost inexhaustible fund of easy paper experiments, guaranteed to produce colourful exciting patterns which load naturally to the same processes tie-dyed cloth. The diagrams, photographs, and instructions are clear and easy to follow and the experiments are suitable for both primary and middle school pupils. Though designed for the junior library, the revised edition of *Textiles*, edited by Stella Robinson (Hart-Davis Findings Our About Science series £1.20 0 298 120690) would also be a useful and easy introduction to textile theory at O level, as it is accurate and clearly presented. Most of the book is devoted to fibres, natural and synthetic, and their treatment and manufacture. The dyeing processes are not so thoroughly explained and the diagrams are much better than the illustrations, but it is an excellent introduction to the subject.

Betty Tadinah

LOVE-HATE RELATIONSHIP

P. F. Dale

Ordnance Survey Maps: A Descriptive Manual. By J. B. Harley. Ordnance Survey, Ramsey Road, Magbalish, Southampton SO9 4DH. £5.50.

Reading and Using OS Maps. By E. W. Young. Edward Arnold £2.25 per set of five. 0 7131 1936 5.

To use a tool to hack and how is relatively easy but to realize its full potential requires patient study and a measure of craftsmanship. A map is a tool that is simple to use at an elementary level but is capable of complex refinements and applications in the hands of the cognoscenti. Map work is fundamental to geographical studies and the activities of the Ordnance Survey are fundamental to map work.

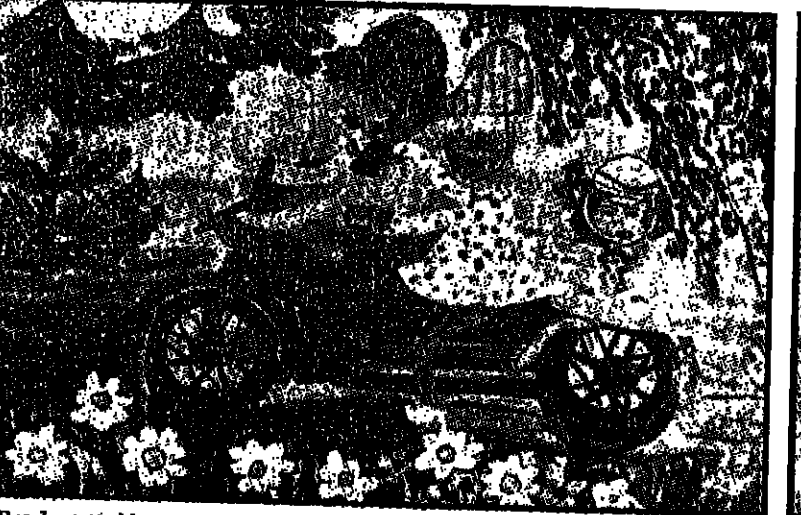
Both the public and those professionally involved in map making have a love-hate relationship with the Ordnance Survey and take great delight in proving or only claiming

that the Ordnance Survey have got it wrong. It is no doubt good that a national institution should be kept on its mettle but criticism is often ill-informed. The fundamental problems and possibilities inherent in Ordnance Survey maps are rarely fully appreciated and for this reason Harley is to be welcomed. It is an important contribution to the study and understanding of our national maps and plans.

In simple terms, the manual describes all the currently available Ordnance Survey publications giving details of their history, function and content. The information that is given ranges from details of the symbols used, the significance of lettering styles and sizes, the extent to which features have had to be omitted or generalized and the policy for revision of the principle series. There is a chapter on the accuracy of Ordnance Survey maps and an appendix showing sample extracts of the current series and

the meaning of their conventional signs. The text is written for the discerning layman and is fun without becoming tediously technical. There is, nonetheless, a wealth of technical information presented in a digested and readable fashion. Dr Harley and the Ordnance Survey are to be congratulated on this publication which can be highly recommended both to the map enthusiast and to any teacher of map studies who wishes to take full advantage of the tool which he is teaching others to use.

Reading and Using OS Maps is a grandiose title for a slim publication designed to supplement *Planes and People* which is produced by Edward Arnold. It contains a number of extracts from 1/25,000 and 1/50,000 scale maps and a series of questions relating either to the map or to books 1-3 of *Planes and People*. As an adjunct to the latter it is a success but the many cross-references between the texts make it unacceptable as an independent publication.



Product ("Mummy, Daddy and Me") and producer (Kalya Gubucheva, aged five, living in Russia—one of the Jawahar Nehru Gold Medal winners in the most recent Shankar's International Children's Competition) are published and illustrated in "Shankar's Children's Art Number, Volume 25", obtainable at £2.50 from Nehru House, 4 Bahadur Shah Zafar Marg, New Delhi.

MASTERPIECE

Colin A. Lewis

Glacial Geomorphology. £17.90. 0 713 15791 7. Paperback £8.95. 5792 5. *Periglacial Geomorphology*. £8.95. 15793 3. Paperback £4.50. 15794 1. By G. Embleton and C. A. M. King. Edward Arnold.

When Embleton and King's text first appeared, in 1968, it was warmly welcomed as a masterpiece. Now, having been thrice reprinted, we are treated to a second and much enlarged edition, necessitating publication in two volumes.

Glacial Geomorphology consists of 19 chapters divided into three groups. Part One discusses basic concepts of glaciation and glacier behaviour under such chapter headings as: Ice ages and ice motion. Part Two deals with glacial and fluvioglacial erosion and the final part with glacial and fluvioglacial deposition. *Periglacial Geomorphology*, in seven chapters, provides a comprehensive introduction to this increasingly important branch of geomorphology.

Both books present and synthesize a vast body of literature, much of which was previously scattered in research journals that were sometimes difficult to obtain and tedious to peruse. The authors have attempted valiantly, and with great success, to convey the results of recent research. It would therefore be wrong to cavil at minor errors and omissions. Nevertheless Bowen has shown that the Glacis moraine is not one of the well-known limits of the Newer Drift maximum (Vol. I) and evidence has been presented for dating the most recent cirque moraines of the Brecon Beacons to Zone III of the Late-glacial period. To perpetuate Linton's claim that "the cirque of Mount Eagle in County Kerry (in the west of Ireland) is the most westerly of British cirques" (Vol. I) is also liable to raise eyebrows.

Both volumes deserve a place in the school library and the publishers are congratulated for producing paper-backed editions that are not too frighteningly expensive.

GALE-FORCE

P. A. Smithson

Instant Wind Forecasting. By Alan Watts. Peter Davies £2.90. 432 19160 7.

Instant Wind Forecasting is intended as a practical guide for sailors to supplement and amplify local weather forecasts. It should therefore help the helmsman to find favourable winds in yacht races to the other extreme of avoiding gale-force winds. It is divided into six main sections covering the strength of winds and the height of waves, wind shifts associated with poor weather, then a longer section on local wind shifts which is the type of weather most popular with sailors. At a smaller scale, micro-wind shifts are examined and sailing days with recognizable wind patterns, concluding with a section on inland sailing and its peculiarities of airflow.

As the book is intended as a reference book for on board ship it contains little explanation of the concepts previously described. It offers clues whereby future wind patterns may be deduced if the clues, such as cloud types, are present. Unfortunately the size of the book means that only ideal cloud types can be illustrated as other books ought to be consulted. The basic premise on which the book depends is that it is possible to forecast winds from the state of the atmosphere at any one time. Whilst this is true on many occasions, the standard models such as a depression sequence often neglect appreciable variations from one system to another. Hence the author's point that the book should be used in association with local weather forecasts cannot be overstressed.

Whilst this is a useful guide for yachtsmen, most schools will find the companion volume *Instant Weather Forecasting* of greater value unless boating or sailing form part of their curriculum.

WORK PACK

Jim Anthony

Environmental Themes: Pollution. 00 327844 1. *Conservation*. 327845 2. By Robert Williams. Collins £1.20 per pack of 4 different titles. £1.00 per pack of 4 of the same title.

These work-packs on the generalised themes of environmental pollution take the form of groups of 16-page booklets containing information, pictures and assignments. A third title, not reviewed here, covers Urban Studies, and a mixed pack is also available, containing selected parts of the three titles already mentioned.

The text of any work pack, whatever the subject, is the application of a complex series of considerations among which the most important are cost, durability or disposability, and the open-endedness of the themes dealt with in the pack. The features described in the pack, and the on-board work, are well produced booklets including text, plans and photographs in layout topics: Town life, Wild life, Pollution and Country life. A polyphonic and keeps all four themes, and would serve to keep them clear and dry on outdoor fieldwork, and must be an integral part of any environmental study programme.

The level of the text would ideally suit the 15-year-old of average ability, but this group could be used by upper middle and secondary children at almost any level. A teachers' leaflet covering the pack summarizes the themes covered in the series, suggests an approach to the work, and offers an environmental scale to gauge how well the pack covers all, water, noise, and waste. All the familiar themes are to the heart of the environmentalist are brought in for study, but this is one part of the curriculum where over-exposure does no harm at all.

The author is aiming at ages 11 to 16 and CSE mode though, as mentioned above, any intelligent child above the age of ten could successfully use these packs.

NICK TOTTON reviews two project packs

City centres and family circles

City: a project pack. Published by the ILEA by Heinemann Educational Books, 48 Charles Street, London W1X 8AH. £5. Pupils' Task Sheet in sets of five £5. One set

In 1973, the Media Research Centre of the Inner London Education Authority developed a pack of material on cities, the core with a range of average and less able 13 to 16-year-olds. This pack, suitably revised and expanded to eliminate London bias, is now available to schools and colleges throughout the country. Nine videocassettes have also been published.

The *Cities* pack is clearly the fruit of considerable thought. There are three sections, one each for pupils and teachers, and one of fact sheets. The pupils' task sheets consist of nine pages of material. Starting with "What is a City?", they move through various topics to a discussion of planning and techniques. A wide variety of striking visual material is used, often with imagination. For instance, photographs of London restaurants and film posters illustrate ethnic separatism and regeneration, newspaper cuttings on the Detroit riots of 1967 illustrate "People in Cities".

Many pupils, however, may look at some of the highly technical material and feel that it is a considerable barrier to their understanding. Certainly a teacher needs some form of check on whether information has been assimilated; but a far more brilliant pupil may feel insulted when asked to paraphrase a factual information from a paragraph he or she has just read. The teacher's sheets are packed with more detailed and sophisticated developments of the same concepts. Here a real gap opens up between the simple-mindedness of some of the pupils' material and the advanced level of the teacher's sheets. The suggested project work from the latter would be quite incomprehensible to the ability level at which the pupils' sheets need to be aimed.

In other words, there is little discrepancy on how to use the pack over a large part of the range between, say, low-ability 13-year-olds and average-ability 16-year-olds.

The ideas on class projects are imaginative and valuable, as far as they go. They aim to introduce pupils to a variety of techniques for building statistical maps of their neighbourhoods—contours, catchment areas, acquaintance networks, class and ethnic clustering, and so on. As the introduction points out, the basic concepts can be used across the ability range in exercises of varying complexity.

It adds "so much time can be spent on data collection that a poorly motivated pupil may well never see the point of some of the exercises". This might, perhaps, apply not only to the poorly motivated but to the teacher, too. Relying on the pack without explanation from the teacher, the class must inevitably end up with a heap of different, apparently unrelated cross-sections of their neighbourhood, and few clues on how these might be combined into a three-dimensional model. This attempt at raw data, without conceptual support, seems likely to leave pupils feeling they have been told more about their town than they really want to know. On the subject of planning, the pack treats warily. There is heavy emphasis on traffic and on how much worse things are in Calcutta than there is an explicit desire to reveal that their poor living conditions are a result of the "planning" of the city. The explanation is that they may be "embarrassed" by revealing their poor living conditions. A little consideration, however, of the potential of the urban environment for the improvement of teachers, government and local authorities is also a powerful factor.

In fact, the second half of the pack is, somewhat surprisingly, pages and newspaper and magazine articles. Any selection like this is bound to be in some sense arbitrary, and unlikely wholly to suit anyone's taste; but by and large the selection is usefully eclectic, and cleverly grouped. The only serious failure is in the level of illustrations: some of the family photographs, especially the older ones, are fascinating, but some are ordinary, and most of the line-drawings are thoroughly lacklustre.

Among the titles of other groups of extracts (titles which are given only in the teacher's notes, for some reason) are "The Family in History", "Marriage", "Families outside Britain", "Adoption and One-parent Families", and "For and Against the Family". It is worth mentioning that the compilers take seriously the radical critiques of traditional family life, and the growing opportunities for alternative ways of living; they have included material from, for instance, the women's liberation movement and newspaper articles on communes.

The third element in the pack consists of 16 small work-sheets, generally well-conceived and attractively presented: suggested classroom work, covering surveys of pupils' family networks, decision-making procedures and so on; invitations to

Families: A You in the Seventies pack. The ILEA Media Resources Centre, Highbury Station Road, London N1 1SR. £2.25. £1.50 to ILEA institutions.

Someone must have had a good deal of fun assembling the *You in the Seventies* pack on families. Literary, sociological, anthropological and political sources have been plundered for a patchwork of quotations that contrast with and cross-fertilise each other in a fascinating way. The teacher's sheets are packed with facts, reminiscences and opinions on a major human social artefact.

The pack derives from some of the programmes in the ILEA-TV series *You in the Seventies*. Ideally it should be used with this series. The intended audience are pupils of 14-plus in mixed ability classes, but the material varies widely in complexity, and could probably be useful in work with considerably younger or older children.

The core element is a transcript of extracts from interviews with a North London, respectable working-class family: mother, father and three children. Each member describes their understanding of roles, responsibilities and relationships within the family. The shape of the organism is defined through discussions of decision-making, which are relatively intuitively seen as "family", of gender-based divisions of labour, and so on; all issues which are taken up in one or more of the 10 four-page broadsheets of readings. A cassette of the readings is available as an optional extra (£7.50).

The depth of insight through these brief conversations hardly reaches the level of the often-referred-to *Children of Sanchez*, Oscar Lewis's classic description of a Mexican family; but interesting material emerges which should initiate a more objective look at pupils' own families. Particularly noticeable are the frequent discrepancies between statements by different members—discrepancies of which no one seems to be conscious, and which seem, at any rate on the surface, to have little effect on the smooth functioning of the family machine. The interview is also sharpened by the crisis—the sharp non-fatal cancer—through which the family has just passed.

The transcript is intended as a springboard for a more generalized discussion: either of pupils' family lives, if teachers are prepared to cope with inevitably intense emotions, or of relevant groups of readings. Most of these extracts are fictional. Other broadsheets include poetry, and sociological and anthropological sources. Also used, imaginatively and lyrically, are advertisements, comic strips, problem

pages and newspaper and magazine articles.

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analyse the ideal family presented by advertising; and material which brings out the effects of material conditions like housing and income on the quality of family life.

Families pack should be useful for a variety of class projects. Its great virtue is its combination of eclecticism and meaningful interplay between the different extracts and cross-sections; such that pupils are better able to stand away, mentally, from the immediacy of their own family, and see it as a specific example of a huge and multi-faceted social phenomenon.



19th-century and 20th-century London. From "Cities".

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Photography in practice — II

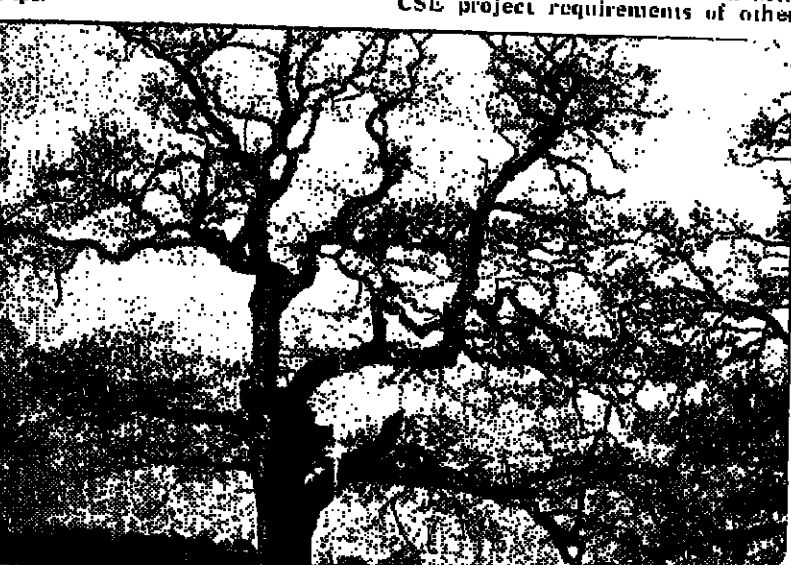
In the second of two articles on photography in secondary schools, RONALD A. SMITH looks at some syllabuses and examinations

Although the course offered by a school with fashion the actual syllabus content, the underlying theme should be to encourage the pupils' awareness that photography is both a means of visual communication and personal artistic expression. To achieve it the student must develop a feeling eye approach and will need to learn sufficient skills and techniques.

The basic course I have used in secondary schools has been adapted to suit the changing requirements of curriculum development and available equipment. It is further modified according to whether there is an examination requirement.

As space does not permit the publication of the syllabus in full, section headings only are given except for section three which is given in detail.

- Photography**
- 1.—As a recording medium of every day school events.
 - 2.—Photography as a tool.
 - 3.—As a means of individual artistic expression through conventional and non-conventional photographic techniques leading to the exhibition of work. Developing a mood—high and low key work. Close-up work. Still life setups, table top sets, informal and formal portraiture. Pictorial landscapes, night shots. The use of UV and IR materials. Available light work. Photo-graphics abstracts with and without a camera—Photograms. Soft focus and diffusion. Gas relief, ink and bleach, saturation, distortion, and a separation, texture screens, silhouettes, multiple and combination printing. Chemical toning.
 - 4.—As a universal language—the photo essay.
 - 5.—As a visual aid—slides and film strips.



Photographs by pupils at Holland Park School. Above: detail from a print by Ruth Mayne for a fourth year CSE course. Top right: from a print by Richard Melman for a fifth year course. Below: from a print by Gille Lecorre for an O level course.



6.—As an advertising medium.

7.—Photography for pleasure.

8.—Course lectures to cover: History and Development of Photography; basic principles of composition; arrangement and lighting; optics; cameras—basic designs and essential features; light sources; sensitive materials; light filters; sensitometry; exposure; making-up solutions and processing; Developer types; processing chemicals—their functions; contact and projection printing; print finishing; recognition of simple faults—negatives and prints; simple colour photography; darkroom layout; care and cleaning of photographic equipment and home-work—integral part of exam courses.

Sections three and four are easily incorporated into a communication course under the auspices of the English department. An art department will find plenty of material if sections two, three, four and six are incorporated into the general art syllabus, while a social education department will find sections one, four and five well within the scope of the average pupil.

By using simple cameras of the instantaneous type, either prints or slides (in black and white or colour) can easily be produced by the school or sent out for processing.

Now that most of the original RSLA pupils have passed through school or been absorbed into the fourth and fifth years, a more stabilized photography course can be offered: either as a recreational interest or as a subject linked, project type of course, a rotating type of option often link their work with CSE project requirements of other

subjects. Many want to change to an exam-oriented photography option; others join the evening photographic sessions. For all of the courses mentioned so far the paperback *Photography* by Terry Nozick (Nelson 65p, ISBN 017 431091 9) is of tremendous use.

Many useful ideas, hints and tips will also be found in Kodak's quarterly publication *Notes for Educators* issued free once you have applied to go on the mailing list. Ask for back numbers as well from: Publications Department (POB), Kodak Ltd, Victoria Road, Ruislip, Middlesex.

CSE course

Without doubt the most significant impact on photography in a secondary school was the introduction of the subject at Mode 3. The type of course and syllabus content is tailored to suit each school; no matter how simple or sophisticated the equipment and/or facilities available. This individuality is most important and schools should contact their area boards for details of local requirements.

The syllabus outlined above is extended to suit the needs of pupils—especially some of the course lectures in section eight. As well as a written paper, the exam usually consists of a practical paper and the submission of course work assignments or projects.

The Metropolitan Regional Examinations Board, 104 Wandsworth High Street, London SW18, have operated a Mode 3 Photography scheme since 1966 and will gladly give full details to local schools on request.

Besides the paperback already mentioned, Robert Leggett's *Photography in School* (Fountain Press, £4.25), though expensive, is most helpful.

So too are the following, all published by Pencil Press: *Mund of Photography* (0 240 50737 1); *Encyclopedia of Photography* (240 50554 5); *Exposure* by W. Berg (240 4781 6); *Developing* by C. Jacobson (240 44770 0); *Enlarging* by C. Jacobson (240 44776 X); *Lighting* by W. Nurnberg (240 50669 3); *Effects and Equipment* by P. Petzold (240 50763 0); *Photograms* by V. Palmer (240 50692 8); and *Camera Composition* by M. Monte (240 50740 6).

O and A level

The O and (more recently) A level examinations are run exclusively by the Associated Examination Board, Wellington House, Aldershot, Hampshire GU11 1BQ.

The board publish, free, a detailed booklet of their syllabuses, booklet and sample examination papers. Both examinations are art based and evidence of the student's personal artistic and technical ability is sought. The whole photographic spectrum is embraced with particular emphasis on the history of photography, both the medium and early photographers.



One serious drawback is that all work submitted for these examinations, including negatives, is retained by the board. This is a serious handicap—especially for H-level students when producing a portfolio of work for college or prospective employer. No book has yet been published specifically for the O and A level examinations, but Pencil Press hope to produce *Project Photography* edited by Michael Longford (ISBN 240 50793 2), later this year.

In my opinion a Mode 3 CSE photography course offers the pupil, the teacher and the school the best of all possible worlds. It gives scope for individuality in content, bias and final presentation. The weighting for the various sections of the exam—i.e. theory, practical and course work—is much more realistic and purposeful and gives candidates a fair chance whatever their academic ability.

Good practice

For schools using 35mm cameras a useful investment is a bulk loader. Cassettes can then be loaded with just six live frames enabling the pupil to shoot and develop within a limited time period. 620/120 roll films can be cut and respooled on old bucking papers to save money and time.

A simple assignment record sheet in a form style for recording details of camera, film exposure, use of light, etc., should be completed by the pupil and counter-signed by the photography teacher to ease bureaucratic and other restriction when outside location work is undertaken.

Behind the local dealer(s)—especially if a one-man business. His help in the form of school visits for talks, shows or demonstrations will provide added richness in the course programme.

Most major photographic firms used to offer a substantial lecture service in the form of slides, printed demonstrations and live lectures on all aspects of photography. Alas! this free service has now dwindled, owing to the rising postage costs and inflation generally. However, the following firms still offer a wonderful collection of aids, including generous supplies of literature: Lecture Service department of Kodak Ltd, Victoria Road, Ruislip, Middlesex; Iford Ltd, Agfa Gevaert Ltd, Great West Road, Brentford, Middlesex; May and Baker Ltd, Dagenham, Essex.

By affiliating the school to the Central Association of Photographic

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EXTRA



From the frontispiece of "Many arts, many skills", a statement of polytechnic policy and requirements for its fulfilment by the Committee of Directors of Polytechnics

The Polytechnics

—generating respect for doing, creating, visualizing, designing, making". By Sir Alex Smith, director, Manchester Polytechnic and chairman of the Committee of Directors of Polytechnics.

The polytechnics are taking shape. There is a growth of self-respect, arising from a focusing of purpose and a finding of direction, a conviction in the worthwhileness of what we are doing and an assuredness of its contribution being made to education.

It may be that there is still a vein of resentment from those who see the polytechnics in conflict with the universities. It cannot be said too often that, while there is bound to be some overlap between institutions in higher education, the polytechnics were given a clear definition of their role when they were created, and they are sticking to it.

The confidence which comes from that clarity of purpose communicates itself to students. The other night, at a hall of residence committee dinner, I met a small cross-section of polytechnic students. There was a girl who had worked for a few years in a children's home and was now on the two-year social work course; a student on a sandwich course in accountancy; three students studying law; a student on an HND course in catering at a neighbouring college; a student on a sandwich course in engineering

technology; a girl studying beauty therapy at a neighbouring college; a student who had worked in a local government planning department and was now studying landscape architecture.

Meeting that group gave me great pleasure. They summed up what is meant by polytechnic education—people, young and not so young, studying many arts, many skills, on courses leading to a variety of qualifications, with a strong vocational emphasis. There was an unmistakable assurance about them, a confidence that they knew what they were doing, why they were doing it, and where they were heading.

Moreover—and this is important—they appreciated the fact that they were on courses of different lengths, making different academic demands and leading to different qualifications. Not for them any kind of hierarchy of academic esteem; on the contrary they enjoyed and benefited from the mix.

It is, of course, a small sample. We must not jump to the conclusion that all polytechnic students are like that, but the impressions I gained are consistent with those I have been forming from many encounters with students and from written comments. A typical remark is: "I had originally applied to a university thinking that the opportunities were better, but having already completed nearly four terms my views have changed. The teaching methods are excellent and after talking to friends... I now believe that the structure and format of my course is just as good and in many cases superior to theirs."

The steady inflow for some time of impressions and remarks such as these convince me that the polytechnics are passing out of the initial phase in which they were second-choice institutions, and are becoming institutions to which many young people go for preference. If this is valid, it is a remarkable achievement in a short time. When the polytechnics were formed, I had made my own quiet assessment that it would take at least a decade to achieve that transition. There is a curious way, however, in which the thinking of young people can be ahead of that of their elders. I believe the young people now are making their own pattern of education for reasons that are valid to them.

If the polytechnics are coming to the end of that initial phase, marked by their acceptance as an attractive alternative form of higher education, what lies ahead? That is more difficult. The creation of the polytechnics represented a profound and imaginative shift of emphasis in education policy, more profound and imaginative than many people yet realize. It is not a matter of student numbers, although polytechnic enrolments are in a healthy state with a 10 per cent increase in 1975 compared with 1974.

For generations the dominant influence in our educational system has been the prestige given to the traditional academic disciplines; the conventional wisdom is that excellence in these constitutes the highest attainment in education. This outlook has dominated higher education, and, in consequence, it has dominated school education. High esteem is accorded to those pupils who are good at these disciplines; those with other aptitudes, in practical or visual skills, are given the feeling of being also-rans. Bright people become learned in the academic subjects, the not-so-bright acquire the practical skills.

I believe this system of values is damaging and lies at the

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If you would like a free copy of any of these, then contact The Academic Registrar, Dept. RYT, Leicester Polytechnic, P.O. Box 143, Leicester LE1 9BH.

Modes of marriage

By N. G. Dearden, assistant director (academic), Newcastle upon Tyne Polytechnic, and formerly principal of the City of Newcastle College of Education

The different circumstances in which mergers between education colleges and polytechnics are being achieved are so considerable that it is difficult to generalize about difficulties or solutions.

Some colleges, for example, Sunderland, Nottingham and Huddersfield (Manchester), amalgamating or have amalgamated with polytechnics which already provided teacher education. This creates difficulties of rationalizing BEd courses, teaching practice patterns and education staffing contributions. Other colleges are merging with polytechnics which previously provided no teacher education. The third category involves mergers of more than one college with a polytechnic.

Again some amalgamations create split-sites for the first time whereas others simply add to existing multisites. A further complication for some polytechnics is the need to absorb an education college from a different local education authority. This inevitably complicates negotiations.

For some polytechnics a combination of these difficulties exists. Newcastle, who have achieved one merger which did not entail a split-site, duplication of teacher education or another i.e.a., now faces a second merger which involves all three. This proposal is to be implemented when the contraction of teacher education means that Newcastle will have 1,000 fewer students in this sector by about 1980. Furthermore, a temporary freeze on new staffing appointments is affecting course development and therefore redeployment possibilities for education college staff. In short, the constraints within which such amalgamations have to be achieved

are sufficiently numerous and severe to make it exceedingly difficult to follow educationally desirable policies.

In addition to these externally imposed constraints, there are tensions which arise from within the merging institutions. Education colleges naturally want to retain cohesive teacher education courses and to enhance their quality. They therefore resist fragmentation of the courses or of the groups of staff offering them, although this may be contrary to the policy of the polytechnic which might want all its teachers in one department, all mathematics in another, and so on. On the polytechnic side, staff often and understandably regard their new colleagues as a threat to their career prospects. The fact that there was often a more generous percentage of principal lecturerships in an education college under Polthan than in a polytechnic under Burnham Forth Education Regulations has obvious implications for the staffing of the new institution. Safeguards have to be devised.

Because of contraction in teacher training, many education college staff will have to be declared redundant or redeployed. If redeployment is within the polytechnic, it may be preceded by retaining, which in turn often requires substantial leave. This may impose limitations on staff development programmes for other polytechnic staff over several years unless suitably generous schemes are provided. These are a few reasons why some mergers could occur in an atmosphere of tension and suspicion which generates a marked reluctance to making quick progress in negotiations.

For Newcastle's first merger we were fortunate in this respect. The i.e.a. and the Department of Education and Science lost no time in giving approval to what was in fact the first post-merger amalgamation of a polytechnic with an education college. Close cooperation between the two separate institutions already existed. The "education" components of polytechnic courses in librarianship and nursing were being taught by college staff and conversely the polytechnic supplied most of the teaching for the college's course for teachers of business studies. An ambitious combined studies scheme incorporating a BEd and a number of BA routes was being negotiated before the two institutions long before a merger was contemplated. A new building for the city college was erected on the polytechnic campus and was ready for occupation in the same month (September, 1974) that the merger took place. There were elements of common membership in the polytechnic council and the college governing body. It was therefore unnecessary to create an interim joint governing body for the amalgamation.

What emerged was a merger working party which reported to both governing bodies simultaneously and through them to Newcastle education committee. The i.e.a. sent a representative to meetings of this merger working party, which was chaired by the polytechnic director and consisted of 15 members of the college's academic board and 15 members of the polytechnic academic planning committee. From this combined membership the chairman selected a dozen joint working groups were appointed. They had to report back on a variety of key topics after working groups as necessary within a given period. The topics included academic structure, course coordination, instrument and articles of government, administrative, financial and legal matters, teaching and residential accommodation, library.

The college departments, which were typically small, were reorganized into three larger units commensurate with polytechnic departments. In order to join effectively in the new faculty, in the system of representation on the academic board or its committees and in the estimates and resource allocation procedures of the polytechnic, in consequence only minimal changes in the polytechnic's instrument and articles of government were necessary. The education college office became substantially the faculty office of the new faculty. Other non-teaching staff were absorbed appropriately into the polytechnic. This applied also to staff in residential accommodation, although a phased procedure to safeguard the interests of existing students had to be devised. Where the library was concerned, some movement of staff and subject collections was made in order to create the base for a faculty library in the college's library building. This was a temporary measure pending the completion of a new library block which will mean further changes in location.

There was comparatively little difficulty in amalgamating the two student unions once the decisions were made to adopt cash grants and increase union subscriptions for education college students. An attempt is now being made to use similar procedures to those outlined above for the amalgamation of Northern Colleges. The main difference in administrative machinery is the creation of an officers' steering committee to see the merger working party. This

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Moving into a colder climate

Peter Scott considers some of the hazards of the economic recession and a faltering demand for places in HE

1975 is something of an anniversary for the polytechnics. It is 10 years since Mr Anthony Crosland, as Secretary of State for Education and Science, delivered his famous speech at Woolwich Polytechnic (now part of Thames Polytechnic) in which he first announced the new binary policy. From this speech the conception of the polytechnic idea can conveniently be traced, although their actual birth was delayed until the publication of the White Paper on polytechnics two years later and the selection of the first polytechnic colleges in the following year.

The polytechnics have thrived in spite of changeable weather on the economic and consequently the public expenditure fronts. It would be wrong to claim that they had been generously treated by government in the past five years. After all they were created in the period of the two years' hard slog promised by Mr Roy Jenkins in the wake of the 1967 devaluation of the pound. When they were getting into their stride, they were hit again by Mr Anthony Barber's cuts of 1973.

Yet it would not be wrong to suggest that they have probably received more favourable treatment than their partners in the enterprise of higher education, the universities and education colleges. Ten years ago the colleges were in the middle of a period of government-ordered expansion: today the number of their students has been cut and some colleges are due to close. In 1965 the universities were entering a period of optimistic expansion triggered by the report of the Robbins Committee: today they face financial insecurity and increasing outside interference with their traditional autonomy.

In contrast, the polytechnics have continued their steady upward climb to a more prominent and more secure position within our system of higher education. They have achieved a distinction in the eyes of the public which probably unfairly the former colleges of

advanced technology were never able to achieve. Although they have suffered from the inevitable cuts in public expenditure in the last few years, they possess much finer buildings and much more modern plant than their constituent colleges possessed 10 years ago. As a result of the Houghton report on the pay of non-university teachers a year ago, polytechnic teachers can now look forward to secure and comparatively lucrative careers which compare favourably with the opportunities available to their colleagues in universities.

The educational progress of the polytechnics has been impressive. The number of students in education FE who receive first and higher degrees increased from just over 7,000 in 1967 to more than 10,000 in 1973. Of these, the number receiving CNAAs degrees increased from 500 to 6,400. There was a similar increase in the number of students receiving the Higher National Diploma, from 3,200 in 1967 to 7,700 in 1973. Although other colleges continued to offer these higher level courses, the polytechnics spearheaded this progress. It is revealing that the number of students receiving Higher National Certificates, which during this period came to be seen more as a non-polytechnic course, declined from 15,500 to 14,000.

However, there must now be doubt whether this comparatively smooth progress of the polytechnics in the last five years will continue during the next five. The first worry is money.

Up to now the polytechnics seem to have been insulated from the harshest rigours of the economic climate. Part of the reason is that they receive public support in especially favourable ways.

Their expenditure is included in the calculation of the general rate support grant to local authorities, so they have been protected from the savage cuts by the Government's provision of short cuts, for example, can be an important

part of the distinctive character of the polytechnics. A further worry is that polytechnics will not enjoy the same urgent priority in the eyes of local councillors, and perhaps of the Government, as housing, social services or primary schools.

A second question mark hanging over the progress of the polytechnics is equally serious. The levelling out of demand for places in HE from school leavers that appears to have taken place in the past two years is likely to hit the polytechnics hard. They are especially vulnerable as many new courses were started with low student numbers in the days of optimism when it was hoped future expansion would make them more economic—in terms of staff/student ratio—for example. Now that future expansion is not in actual doubt, it is likely to be on a much smaller scale than recently assumed.

Some idea of the potential size of this difficulty was given in a recent report by David Hensley in *The Times Higher Education Supplement*. He disclosed that 300 of the 700 CNAAs degree courses on offer last October attracted less than 20 students. Seven degree courses were not even able to get off the ground because they failed to attract sufficient students (in an extreme case a mathematics degree at North Staffordshire attracted only three applicants). An additional five degree courses already running had to be closed because of declining recruitment.

Of course, this gloomy report must be seen in some kind of perspective. The number of first-year students registered on CNAAs degrees increased by well over a quarter, from 10,784 to 13,810 — which by any standards continues to be an explosive rate of expansion. The expansion of the polytechnics has not been halted, but the falling demand for places and the ominous financial clouds hanging over them would seem to indicate the need for a certain caution in making assumptions about the pace of future progress.

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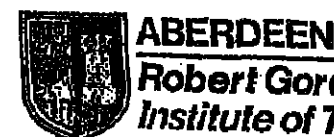
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Modes of marriage

By N. G. Dearden, assistant director (academic), Newcastle upon Tyne Polytechnic, and formerly principal of the City of Newcastle College of Education

The different circumstances in which mergers between education colleges and polytechnics are being achieved are so considerable that it is difficult to generalize about difficulties or solutions.

Some colleges, for example, Sunderland, Nottingham and Didsbury (Manchester), are amalgamating or have amalgamated with polytechnics which already provided teacher education. This creates difficulties of rationalizing BED courses, teaching practice patterns and education staffing contributions. Other colleges are merging with polytechnics which previously provided no teacher education. The third category involves mergers of more than one college with a polytechnic.

Again some amalgamations create split-sites for the first time whereas others simply add to existing multi-sites. A further complication for some polytechnics is the need to absorb an education college from a different local education authority. This inevitably complicates negotiations.

For some polytechnics a combination of these difficulties exists. Newcastle, who have achieved one merger which did not entail a split-site, duplication of teacher education or another L.E.A., now faces a second merger which involves all three. This proposal is to be implemented when the contraction of teacher education means that Newcastle will have 1,000 fewer students in this sector by about 1980. Furthermore, a temporary freeze on new staffing appointments is affecting course development and therefore redeployment possibilities for education college staff. In short, the constraints within which such amalgamations have to be achieved

are sufficiently numerous and severe to make it exceedingly difficult to follow educationally desirable policies.

In addition to these externally imposed constraints, there are tensions which arise from within the merging institutions. Education colleges naturally want to retain collective teacher education courses and to enhance their quality. They therefore resist integration of their courses or of the groups of staff offering them, although this may be contrary to the policy of the polytechnic which might want all its teachers in one department, all mathematics in another, and so on. On the polytechnic side, staff often and understandably regard their new colleagues as a threat to their career prospects. The fact that there was often a more generous percentage of principal lectureships in an education college under Pelham than in a polytechnic under Burnham further complicates negotiations, but also has implications for the staffing establishment of the new institution. Safeguards have to be devised.

Because of contraction in teacher training, many education college staff will have to be declared redundant or redeployed. If redeployment is within the polytechnic, it may be preceded by retraining, which in turn often requires substantial leave. This may impose limitations on staff development programmes for other polytechnic staff over several years unless suitably generous schemes are provided. These are a few reasons why some mergers could occur in an atmosphere of tension and suspicion which generates a marked reluctance to making quick progress in negotiations.

For Newcastle's first merger we were fortunate in this respect. The L.E.A. and the Department of Education and Science lost no time in giving approval to what was in fact the first post-merger report on the amalgamation of a polytechnic with an education college. Close cooperation between the two separate institutions already existed. The "education" components of polytechnic courses in librarianship and nursing were being taught by college staff and conversely the polytechnic supplied most of the teachers for the college's course for teachers of business studies. An ambitious combined studies scheme incorporating a BEd and a number of BA routes was being negotiated between the two institutions long before a merger was contemplated. A new building for the city college was erected on the polytechnic campus and was ready for occupation in the same month (September, 1974) that the merger took place. There were elements of common membership in the polytechnic council and the college governing body. It was therefore unnecessary to create an interim joint governing body for the amalgamation.

What emerged was a merger working party which reported to both governing bodies simultaneously and through them to Newcastle education committee. The L.E.A. sent a representative to meetings of this merger working party, which was chaired by the polytechnic director and consisted of 15 members of the college's academic board and 15 members of the polytechnic academic planning committee. From this combined membership the chairman of about 10 dozen joint working groups were appointed. They had to report back on a variety of key topics after holding as many meetings of their working groups as necessary within a given period. The topics included academic structure, course coordination, instrument and articles of government, administrative, financial and legal matters, teaching and residential accommodation, library,

computer and educational technology and sports provision, student welfare and union matters. In fact, the main merger working party met only twice—once to set up the joint working groups and once to receive their reports which were accepted with very little amendment. In order to achieve this, some common member groups were essential. In addition, much work was done behind the scenes by the director of the polytechnic and the principal of the college to ease rapid progress of negotiations. In the event, less than a year elapsed between the decision to merge and the agreement outlining the principles, policies and procedures for the merger.

Although the City of Newcastle College of Education had to abandon their initial request to become a polytechnic faculty of education in their own right, it maintained a cohesive function within the faculty of education and humanities and the college charged this through a teacher education board (reporting to academic board through the faculty board) to consider all matters relating exclusively to the education of teachers. This has been chaired by the vice-principal of the college who was given the title Dean of Education. Students and coordinates everything relating to their interests, from recruitment and admission to counselling and appointments.

All polytechnic staff who continue to teach education are *de facto* members of the teacher education board who set up their own subcommittees for matters such as staff/student teacher consultation, teaching practice and placement. In practice, over the last busy year this system has worked well and has reduced considerably the impact of sudden change for staff and students alike. The safeguarding of the wellbeing of teacher education as a whole has been one of the responsibilities of the former principal of the education college, who was appointed assistant director (academic) of the polytechnic.

The college departments, which were typically small, were reorganized into three larger units commensurate with polytechnic departments. In order to join effectively in the new faculty, in the system of representation on the academic board or its committees and in the estimates and resource allocation procedures of the polytechnic. In consequence, only minimal changes in the polytechnic's instrument and articles of government were necessary.

The education college office became substantially the faculty office of the new faculty. Other non-teaching staff were absorbed appropriately into the polytechnic. This applied also to staff in residential care. In order to join effectively in the new faculty, in the system of representation on the academic board or its committees and in the estimates and resource allocation procedures of the polytechnic. In consequence, only minimal changes in the polytechnic's instrument and articles of government were necessary.

There was comparatively little difficulty in amalgamating the two student unions once the decisions were made to adopt cash grants and increase union subscriptions for education college students. An attempt is now being made to use similar procedures to those outlined above for the amalgamation of Northern Counties College with Newcastle Polytechnic. The main difference in administrative machinery is the creation of an officers' steering committee to oversee the merger working party. This see the merger working party. This see the merger working party.

Continued from previous page
root of our present social and industrial malaise. It will not be changed easily, but the creation of the polytechnics presents the opportunity to generate that change. I believe that these young people are preferring polytechnic education as an expression of their wish to see that change.

Given the chance to create a form

Continued from page 32

necessary because two local education authorities are involved. The committee comprises the directors of education and the respective assistant directors of further education, as well as a polytechnic director and the principal of the education college, with two senior colleagues.

It is already plain that negotiations will be much more complex than those of the education college, because two quite different education courses are involved—one validated by Newcastle University and one by CNAAL. There are now two campuses and, apart from questions of local transport and travel arising from the merger, there are more and more polytechnic mergers than on other college mergers. The full-time equivalent of 100 staff will have to be re-employed in two or three years. Two years are involved and one of them (Northern) already has an education college closure (Alnwick) in hand.

In spite of these complications it seems that similar procedures to those already tried and tested may all prove fruitful. A merger, usually agreed in principle, could be cleared by September next year. It is clear from the aftermath of the first merger that flexibility in preliminary arrangements for education allows essential adjustments to be made in the light of experience, and for an enlarged team to emerge on a foundation which seems to be educationally sound.

It seems a final comment should be addressed both to our masters (Pelham) and the DES who have set the merger policies, and to the staff who are our employers. There is no evidence that we achieve economies of scale in cost. Inquiries in a number of institutions suggest that the opposite is the case. Some better reasons for being found if the abolition of some institutions is to be considered. It could be that genuine integration of teachers' education into the pattern of English education and higher education will provide that justification in years to come.

Moving into a colder climate

Peter Scott considers some of the hazards of the economic recession and a faltering demand for places in HE

1975 is something of an anniversary for the polytechnics. It is 10 years since Mr Anthony Crosland, as Secretary of State for Education and Science, delivered his famous speech at Woolwich Polytechnic (now part of Thames Polytechnic) in which he first announced the new binary policy. From this speech the conception of the polytechnic idea can conveniently be dated, although their actual birth was delayed until the publication of the White Paper on polytechnics two years later and the selection of the first polytechnic colleges in the following year.

The polytechnics have thrived in spite of changeable weather on the economic and consequently the public expenditure fronts. It would be wrong to claim that they had been generously treated by government in the past five years. After all they were created in the period of the two years' hard slog promised by Mr Roy Jenkins in the wake of the 1967 devaluation of the pound. When they were getting into their stride, they were hit again by Mr Anthony Barber's cuts of 1973.

Yet it would not be wrong to suggest that they have probably received more favourable treatment than their partners in the universities and education colleges. Ten years ago the colleges were in the middle of a period of government-ordered expansion: today the number of their students has been cut and some colleges are due to close. In 1968 the universities were entering a period of optimistic expansion triggered by the report of the Robbins Committee; today they face financial insecurity and increasing outside interference with their traditional autonomy.

In contrast, the polytechnics have continued their steady upward climb to a more prominent and more secure position within our system of higher education. They have achieved a distinction in the eyes of the public which probably unfairly—the former colleges of

advanced technology were never able to achieve. Although they have suffered from the inevitable cuts in public expenditure in the last few years, they possess much finer buildings and much more modern plant than their constituent colleges possessed 10 years ago. As a result of the Houghton report on the pay of non-university teachers a year ago, polytechnic teachers can now look forward to secure and comparatively lucrative careers while universities are still struggling with the opportunities available to their colleagues in universities.

The educational progress of the polytechnics has been impressive. The number of students in education degrees increased from just over 7,000 in 1967 to more than 10,000 in 1973. Of these, the number receiving CNAAL degrees increased from 500 to 6,400. There was similar increase in the number of students receiving the Higher National Diploma, from 3,200 in 1967 to 7,700 in 1973. Although other colleges continued to offer these higher level courses, the polytechnics spearheaded this progress. It is revealing that the number of students receiving Higher National Certificates, which during this period came to be seen more as a non-polytechnic course, declined from 15,500 to 14,000.

However, there must now be doubt whether this comparatively smooth progress of the polytechnics in the last five years can continue during the next five. The first worry is money.

Up to now the polytechnics seem to have been insulated from the harsher rigours of the economic climate. Part of the reason is that the financial muscle of expansion which they receive public support is especially favourable. Their expenditure is included in the calculation of the general rate support grant to local authorities, so they have been protected from the savage cuts by the Government during the last five years. A maintenance of general concern for a maintenance

of present levels of local authority expenditure. But it is also decided by the advanced further education pool and so has the status of an earmarked grant which cannot be diverted to the support of other services.

The polytechnics share in the rise and fall of the fortunes of local government; the universities must stand by themselves. On the performance of the last two years, the rate support grant has proved to be a buoyant source of public support, while the quinquennial grant to universities from the University Grants Committee has proved to be a leaden.

Yet the very instrument that has protected polytechnics from cuts in the last three years may now be turned against them. The rate support grant to local authorities for next year was announced on November 21. At the time of writing, detailed figures were not available, but there is little doubt about the broad outline.

The feeling has grown—unjustified or not—that local government expenditure is out of control. Mr Crosland, in his contemporary guise as Secretary of State for the Environment, has already indicated that the party will be over for the next year, next year than they did last. Still more ominous, the Government have also made it clear that they intend to take a much tougher view of the inevitable allowance for inflation during the year, although stopping short of the blunt weapon of cash limits.

The polytechnics cannot be totally insulated from this new and more critical attitude to local government expenditure. In some sense the party will be over for the next year, next year than they did last. Still more ominous, the Government have also made it clear that they intend to take a much tougher view of the inevitable allowance for inflation during the year, although stopping short of the blunt weapon of cash limits.

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TALKBACK

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Bogus comprehensives

Raphael Kolz

The 11-plus had been officially abandoned in reality though, for a primary school, an unusual, sudden and unexpected examination was the 11-plus. Fear and dread had been dropped with the 11-plus, but the exam remained.

A few weeks and a summer holiday later 300 11-year-olds trooped to a secondary school to be examined for the first comprehensive intake. The building had been out of a secondary modern school, merged with a former grammar school a quarter of a mile away, to form a 2,000-strong comprehensive.

We were grouped into tutorials and streamed (A being at the top and L at the bottom of the scale). The "best" children in the surrounding primary schools had been creamed off into these schools; the revised "11-plus" exam-norms had, if anything, been to their advantage.

I was in E stream. The D stream would have been grammar school pupils. A year later, we had changed stream. An incredible number of school rules had been compromised (by us if not by the teachers), and the school sports purposes had been abandoned in favour of keeping pupils permanently streamed.

Although classes and teachers were to be unaltered and changed accordingly, little movement between buildings meant that the "best" children remained in the same building, however much the stream was changing. The "best" children in their last year of grammar school did not move to the comprehensive school.

In internal organization, we were two separate schools. We existed long after the merger, with separation not only of buildings but also of sports, clubs, societies and charity activities. The idea of one united school never to be realized.

The anonymity brought about by the merger worked to the advantage of some and the disadvantage of others. Two boys changing buildings of some of the disadvantage of others. One boy, changing buildings, was involved in the inter-school sports championships. Fooled by the apparent seriousness of the claim, the teacher demanded the name of the organizer of the match, only to withdraw from the match seconds later amid hysterical laughter from an incredulous class.

One and anonymity could work to the advantage of those who knew the weaknesses of the system, but for the most part, the system was changed to the markedly above or below average. Some could remedy remedial classes or such

specialist delights as biochemistry, fencing or electronics, but those who were not markedly ahead or behind risked being submerged into the masses of the average.

The horrors of truancy, vandalism and cheating gone had not been swept away. The delights of a crop of Oxbridge scholars had not been brought about. Perhaps too much had been expected on both sides of the comprehensive fence.

Significant changes were mainly to come at the end of the third year, when waiting outside locked rooms at the start of most study periods, the necessity of obtaining signed passes to attend lunch-time activities, the sticky chemicals on the low roofs which burned the clothes of trespassers, the light, glass and concrete-curved buildings, was all exchanged for an old red-bricked, narrow-corridor, multi-windowed echoey building complete with working gas lights.

This was the old grammar school building which, from now on, was to be the upper school of the comprehensive. The new informality which accompanied the change and in which students would talk with a teacher rather than be talked at, brought a closer understanding between both. We were no longer schoolchildren. We were students.

A teacher explained to us that in the first few years of comprehensive education there had been a distinct division between those in the upper and lower streams of each year. A distinct line separated those who were actively and genuinely interested in learning from those who displayed apathy—if not hostility—towards the very idea of learning.

This was the division between the successes and failures which had been so clearly stated that first day when we were allocated letters of the alphabet: the join where the would-be grammar school pupils met the would-be secondary modern school pupils—a join which ran through the middle of my class.

Another teacher told us: "The lower school is no longer streamed as it was when you joined the school, but banded, pupils from each academic band being mixed. It's supposed to be a secret but they all know." They do.

In order to hold exams in a labelled, Barry needed tasks which would stretch his abilities. He said: "Was it all right for him to read? ... Reading as usual," said his classmates as they left the room.

In the staffroom I asked a colleague if she knew anything of Barry. She did. She had never before or since taught an equally bright, six-year-old, missing him a day or two after he had joined her class, she eventually found him in the library engrossed in a book on termites. (Would he read such a book today, I wondered.)

As Barry's "always reading" held some fascination for his classmates—or, at any rate, for those who had accompanied him to my classroom—I asked the group to write a short essay on reading. All, except Barry himself, wrote a sentence or two about him. "Barry reads everything," he reads very fast. ... Sometimes you think he's got X-ray

Raphael Kolz left Kingsbury High Comprehensive, London, last term.

Through their eyes

John Head

How do we identify the principal difficulties students experience in learning, understanding and expressing themselves? What differences in academic performance might we find in a mixed ability class of 11 year olds or between pupils of, say, 12 and 14?

Questions such as these are vital to teachers and college tutors. They

are frequently discussed, but often in general terms with the minimum of tangible evidence. Yet there is no need for such considerations to be abstract, for we have available a relevant resource which is abundant, ubiquitous and inexpensive. Our schools and colleges are crisscrossed with samples of students' writings which we have usually failed to utilize fully.

The desire to make better use of these samples is one of the reasons for preparing *Through the Eyes of the Pupil*, a collection of pupils' writings produced as part of the work of the Science Teacher Education Project. As editors we were neither teachers of English nor specialists in linguistics, and in retrospect these apparent deficiencies may have been a boon.

English teachers have certainly paid attention to pupils' writings, sometimes with a prescriptive intent, to suggest what characteristics are desirable and how they might be fostered. This was not our purpose—rather we wanted to look carefully at what the pupils were saying and to provide material which would get student teachers into the habit of doing so as well. We did not attempt a rigorous linguistic analysis which might have obscured as much as it illuminated.

It was only as we read through 10,000 scripts, a massive task relieved by moments of humour, pathos and respect, that we began to appreciate the richness of the material likely to provoke and stimulate the fullest seminar group.

Students talking glibly about the socio-economic factors influencing educational achievement find their reading and Jargon tell them less

than the boy of 14 who wrote "My mother and father don't know what science is". Student teachers, apprehensive about their forthcoming teaching practice, find, if not reassurance, at least understanding of the pupils' norms in the comment of a boy of 15 that "On the whole students are good chaps and we are cruel to them".

Debates about teaching style become enriched by examining pupils' scripts. For example, we see one pupil producing a neat diagram of an industrial distillation apparatus which, together with the accompanying explanation, clearly came straight from the textbook. In other schools, pupils of the same age were encouraged to write stories involving the need to produce distilled water without access to conventional laboratory apparatus, hence testing their understanding of the process. These pupils wrote at length in a race, involved manner, showing that they had given a positive response to the task.

Our function was not to commend one approach compared to the other, for arguments about methods usually reduce to an argument about aims, but to draw attention to the differences and ask what might be the benefits and outcomes in each case.

Although the scripts we examined were heterogeneous and comprehensive both in content and origin, certain generalities emerged. One of the most striking was the failure of pupils to provide material at the conceptual level at which it was being required—raising the issue of what work we can reasonably expect from pupils of a given age and ability.

For example, when the younger pupils were asked for a description and explanation they would often provide detailed and accurate observations, but no explanation at all. Similarly the word "conclusion" was widely employed and usually misunderstood as a "conclusion" in fact, were either a proxy of the observations or, sadly, often complete nonsense completing an otherwise accurate account. At what age can we reasonably expect pupils to give explanations and make conclusions? We focused on a few examples at this stage, but other explanations can be offered.

Looking at the collection of writings we see that it captures a complete picture of science teaching in the early 1970s. Differences in teaching methods, content of courses, types of apparatus used, the interests, worries and expectations of the pupils—all these are here. It would be interesting to make a comparable collection in 10 years' time to see what changes have occurred.

John Head teaches at the Centre for Science Education, Chelsea College. With Clive Currie he is joint editor of *Through the Eyes of the Pupil*, McGraw-Hill (£1.95).

Science +
educationFour-year course leads to an
Hons. degree with qualified
teacher status. By Alan J.
Powell, Huddersfield
Polytechnic

A recent Royal Society report on the training of teachers in science and mathematics recommended that we "pay particular attention to patterns of education which would give a teacher an understanding of a wider range of science than is taught in most honours courses". These and other criticisms of the traditional methods of training science teachers prompted the new four-year honours degree course in science and education (giving qualified teacher status) at Huddersfield Polytechnic.

Its design gives students the opportunity to combine and, where possible, to integrate their studies in the two basic disciplines throughout the four-year course. In addition, its structure ensures progressive specialization in science such that the graduate should be able to teach in GCE A level in one science subject, and at a lower level in other science subjects.

Normally applicants for the course are studying one or more science subjects at A level. However, the admission requirements are flexible enough to encourage applications from students with a combination of arts and science A levels, and exceptionally from those with arts A levels. In view of this the first year science foundation course has been designed to bring students with differing academic backgrounds to similar levels of understanding of basic scientific principles. It consists of a series of modules several of which combine material traditionally taught separately in biology, chemistry or physics.

In addition, all students take a supporting mathematics course.



Future teachers—a Huddersfield biology class.

About a third of the first year is concerned with introductory studies in education. Apart from courses in language and communication and human development, the student will soon become involved practically with children through supervised observation of them in selected groups.

At the beginning of the second year the student begins to specialize in either physical or biological science, both routes being supported by appropriate modules of mathematics. Again, a third of the year is given over to education in the form of curriculum studies.

The third year of the course is concerned exclusively with professional development of the intending science teacher. Two separate half-term blocks of teaching practice are supported by various professional studies which have been designed to develop particular aspects of the student's teaching performance. Staff in local schools will be extensively involved with the polytechnic in each phase of the third year programme.

The fourth year provides further opportunity for specialization in sci-

ence: students opt for advanced studies in biology, chemistry or physics, but also take one of two optional courses which explore the interfaces between biology and chemistry, and physics and chemistry. Options are also available in the final year studies in education in the form of a choice between comparative education, psychology of education or sociology of education.

Finally, the student takes a "lab study" which is designed to explore various perspectives of the relationship between science and education, and also completes a project, which has a similar but far more specific aim.

The course has been developed through the joint efforts of staff in the faculty of science and education, and was recently given OMS approval. At the present time it provides an almost unique training opportunity to those students who want to teach science and who see the weaknesses inherent in the traditional training routes. Further information can be obtained from the Registrar, The Polytechnic, Queensgate, Huddersfield HD1 3DH. Telephone (0484) 30501.

Scots hold their own

The complexity of Scottish non-university higher education has been thought to deter prospective students, but both student numbers and courses have increased. The 1972 White Paper, *Education in Scotland: A Statement of Policy*, foresaw "continuing steady expansion of the central institutions, and a substantial growth in the number of places for students taking advanced courses in further education colleges provided by education authorities". Since then slight changes have been made in all sectors of education, but the central institutions and advanced FE colleges in Scotland seem to be holding their own.

In Aberdeen, Robert Gordon's Institute of Technology (a central institution) has entered energetically into the various fields related to the oil industry, introducing new courses and modifying some existing ones. It offers a one-year postgraduate diploma in offshore engineering, a one-year part-time certificate in the same discipline, a three-year engineering HND, with oil drilling technology as an option, and a three-year BSc in engineering technology. The college also runs short intensive courses in oil drilling technology and offshore safety, and is deeply involved in research and consultancy work related to oil.

With more than 2,000 full-time students, Robert Gordon's is the biggest of the central institutions, and offers degrees, degree-equiva-

lent and postgraduate courses covering a variety of subjects, from art to surveying. The oil industry is an important factor in the continuing health of vocationally-orientated further and higher education in Scotland, but by no means the only area sustaining development.

Dr H. G. Cumling, principal of Dundee College of Technology (also a central institution), outlined at a recent college graduation ceremony the developments which had taken place during the year. Both in terms of the rate at which it had introduced new students and the number of students attracted, he said, the college had given proof of vigour. The most notable new course was a CMAA degree in nursing, run by the department of molecular and life sciences. In the science faculty, the BSc degree had been substantially restructured and had attracted twice as many students as the course it replaced. A new post-experience diploma in educational technology has been mounted in association with the Scottish Police College.

Full-time equivalent student numbers had risen by 10 per cent in the previous session, and a further 13 per cent this. Included in the overall totals were some facts of exceptional significance. "At a time when many institutions of higher education—some, admittedly, with approach from courses—are viewing with mounting concern seriously declining student numbers in engineering and science, our student numbers in the faculty of engineering and construction are about seven per cent more than last year and in the faculty of science they are 60 per cent greater."

The Committee of Principals and Directors of General Institutions publish an annual handbook which gives details of colleges, courses and entry requirements. This is available, free, from Mr John Oswald, Stanley College of Technology, High Street, Paisley, Renfrewshire PA1 2BB. The SED publishes annually a "directory of day courses in further education, covering non-university tertiary education. This is available from the department, Room 224, 8 George Street, Edinburgh EH2 2JL.

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